

# ASSOCIATION OF AMERICAN COLLEGES BULLETIN

VOLUME XXVII

NUMBER 1



Liberal Education and Democracy

The Proceedings of the Twenty-Seventh  
Annual Meeting

MARCH, 1941





# *Association of American Colleges Bulletin*

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## THE ASSOCIATION BULLETIN

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## THE ANNUAL MEETING

**T**HE Twenty-Seventh Annual Meeting of the Association was held at the Huntington Hotel, Pasadena, California, January 9-11, 1941. Color was added to the occasion by the presence and eloquence of three distinguished expatriates—Doctor Paul van Zeeland, former Prime Minister of Belgium, Count Carlo Sforza, former Italian Minister of Foreign Affairs and Doctor Reinhold Schairer, formerly a leader in the educational circles of Germany. Distinguished contributions were made to the program by the addresses of President Frederick P. Keppel of the Carnegie Corporation and Editor Henry Luce of *Time*, *Life* and *Fortune* magazines.

The speakers addressed themselves to the general topic: "Liberal Education and Democracy." The general discussion revolved around the report which is being prepared for the American Council of Learned Societies by Professor Theodore M. Greene of Princeton University. All the addresses are published in this issue of the BULLETIN.

Unique features supplemental to the usual type of program for the annual meeting included visits to the Huntington Library and Art Gallery, the California Institute of Technology, California Graduate School of Design and Metro-Goldwyn-Mayer Studios. For the additional features and many other courtesies, the thanks of the Association are due the very cooperative Committee on Local Arrangements under the direction of President Remsen D. Bird of Occidental College, President Charles K. Edmunds of Pomona College and President Rufus B. von Klein-Smid of the University of Southern California.

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THE NEXT ANNUAL MEETING OF THE ASSOCIATION OF AMERICAN COLLEGES WILL BE HELD ON JANUARY 7-8, 1942, AT THE HOTEL CLEVELAND, CLEVELAND, OHIO.

## AMERICA AS A WORLD POWER

HENRY R. LUCE

EDITOR OF TIME, LIFE, AND FORTUNE

**N**EARLY ten years ago when the worst seemed to be happening and the worst had not yet begun, Walter Lippmann spoke, some miles north of here, to the students of the University of California. And this is what he said:

Do not let anyone tell you that the life you are preparing to enter is aimless and without meaning, that it is no more than a squalid muddle of selfish and second-rate men, that you are a lost and disinherited generation. The trouble you see about you is not the end of the world but merely the end of much folly and miscalculation and stupidity. What lies ahead of you is the opportunity to take part in one of the great moments of history, to be one with, if you have the imagination to see it and the courage to share it, a great undertaking of the human spirit.

The years have passed. Hundreds of thousands and millions of young men and women, equipped with the most modern paraphernalia of education, have passed through your universities to go into a world which did not want them—and today shows little sign of wanting them except as cannon-fodder or cannon-makers. Millions and millions of their elders have struggled or stumbled their heart-breaking course through this long decade. And where or when is that great undertaking of the human spirit? Did then my distinguished fellow journalist unwittingly deceive? Was he that most dangerous of characters, a false prophet? He did not deceive and he was not and is not a false prophet. Like all who most deeply feel the meaning of this epoch, he truly prophesied the incalculable goodness of which our age, first of all the ages of man, is capable.

Now, ten years after, there is only one way in which I can merit any part of the honor of your invitation and that is to put my head in the noose which hangs always ready for the prophet and to try to tell you what I most truly feel about the time of man we share in common. Now, with all the odds of objective circumstance weighted heavily against the optimist, let me affirm tonight that there is a potential greatness and goodness about this our

epoch far surpassing the greatness or goodness of any of the past ages of man. . . .

Through all these years of folly and violence and frustration, week after week, month after month, one characteristic of our epoch has seemed to me to be its outstanding characteristic—namely the tragic disparity between man's reasonable hopes and man's actual failures. Now at the opening of this new year I wish to assert the hopes rather than the failures—paradoxically because the failures are so nearly complete.

But as to failures, let us acknowledge this—that nowhere in the world have man's failures been so little excusable as they have been in the United States of America. Nowhere has there been so great a disparity between the reasonable hopes of civilization and the actual facts of failure and frustration.

Many and various are the aspects of America's failure but among them all none is more conspicuous than America's failure as a world power. This was our failure in the twenties and this was our failure in the thirties. Absorbed these last ten years with attempts at the achievement of a painless security, wishfully hoping these last ten months for the achievement of a painless defense, America has seemed totally unaware of the magnificent civilization which it once seemed inevitable that she should create here and inspire and assist throughout the world. But now it is possible to hope once again—for now there is no possibility of the survival of American civilization except as it survives as a world power. All other roads are closed. Only the road to the great future remains open. Can anyone doubt that America will take it? We do not doubt it.

Nevertheless that broad road into the future shall not open out to this nation automatically and as a matter of course. For much too long—indeed ever since the settling of our last frontiers—this nation's vision has been an ingrowing one. And our resulting dilemma is perhaps nowhere better dramatized than it is here on this Western land, here particularly in this prodigal State of California. Here, as nowhere else in America, historic circumstance conspired to establish a great tradition of isolation. Nature prodigally abetted that tradition with incredible bounty of minerals and soil. A uniquely literate immigration abetted it with a uniquely sophisticated frontier culture. Thus that



picturesque and luxurious and sophisticated frontier missed the hardships of other pioneer frontiers.

Inevitably, as that dynamic tidal wave of immigration eddied back upon itself, history confronted California with this alternative: it should either direct its vitalities and vision toward new world frontiers or else both should become ingrown. Fitfully that pioneer society reached out toward the great frontiers of the Pacific Ocean, "on whose wide shores," declared the great Secretary of State, John Hay, "so much of the world's work is to be done." Fitfully its writers explored out into world frontiers, only to exhibit, as the hangovers of their tradition of isolation, the nihilist dissatisfactions of Ambrose Bierce, the parochial single tax cure-all of Henry George, the frustrations of Bret Harte and Mark Twain.

And is it not conceivable that today the lingering consequences of that tradition of isolation are exhibited in such misdirected vision as exemplified in Upton Sinclair's *Epic*, *The Townsend Plan*, *Ham & Eggs*, together with all those multifarious cults and pseudo-solutions which flourish as the testament of a dynamic people's ingrowing and frustration of vision?

But as a case in point, California only more vividly dramatizes the national dilemma; at worst it manifests only a difference in degree rather than kind. For today we all seem to be involved together in some sort of colossal failure.

The world-wide war is, of course, only the conclusive evidence of our present failure. And let us be perfectly clear about one thing. The war is not simply an external accidental misfortune for America. Obviously only the most ostrich-headed Americans can think of the world-war as a kind of earthquake or flood which without any logic or reason has come to interfere with the peaceful and prosperous development of our life. We were unhappy in this country, we had deep-seated troubles of the soul as well as of the pocketbook before we recognized the existence of the war. Our troubles are not due to the war; rather our troubles were themselves part of the reason *for* the war and the war is simply a climactic manifestation of the colossal failure in which all are involved.

What then must we do to be saved? I bring you tonight no blue-print of salvation. But I want to suggest to you that there

is only one level of human activity on which we can find salvation—and that is on the highest level of human activity, namely in the realm of the imagination. It might better be called the realm of the spirit. I use the word imagination to convey the idea of the human spirit in its dynamic, operative and creative phase. And so I say, we shall triumph in our imagination or we shall be defeated.

All through this past decade—and, perhaps ever since 1914, it has become clearer and clearer that the human race was moving rapidly to some great new destiny—whether of triumph or disaster no one could say. The Twentieth Century has been trying to create itself. The Twentieth Century is a terribly hard thing to create—it is a far, far greater, vaster, more intricate century than any which has ever preceded it. The Twentieth Century is one of two things—it is either a century of unparalleled generosity and splendor—or else it is a gigantic and rotten death.

All this has been clearly seen by the wisest of our philosophers. Listen for example to what was written seven or eight years ago by Alfred Whitehead:

Mankind is now in one of its rare moods of shifting its outlook. In such a moment a people may rise to the greatness of an opportunity, seizing its drama, perfecting its art, exploiting its adventure, mastering intellectually and physically the network of relations that constitutes the very being of the epoch. On the other hand, they may collapse before the perplexities confronting them. How they act depends partly on their courage, partly on their intellectual grasp.

There, I think, is the truth about us in time and space.

And what does the great philosopher say we should do about it—what does he say that we as *practical* men should do about it? He says:

It is our duty . . . it is our business—as philosophers, students and practical men—to recreate a vision of the world including the elements of reverence and order without which society lapses into riot.

“To recreate a vision of the world.” If such a task should indeed have been our principal business as students and practical men, how much less than nothing do we as Americans seem to have achieved in these recent decades. In this great period of history, full of the most magnificent possibilities for human prog-

ress and human kindness, surely our humiliation as a generation must lie in this—that in the minds and hearts of the greatest, freest, richest people on earth there has lived no exalting vision. In such a moment of history to rise to the greatness of an opportunity? In such a moment, to exploit its adventure, to master the network of relations that constitutes the very being of the epoch? Is that not precisely a description of what the greatest, freest, richest people on earth have failed to do?

In this failure both education and journalism have been deeply involved. It is not my purpose tonight to consider at any length the nature of the respective failures of education and journalism. But for a moment let us imagine that our civilization collapses and that its various institutions are brought to trial, like the politicians of France. Education being a highly respectable institution might begin by a bitter denunciation of journalism—alleging that its vulgarity, thoughtlessness and continual uproar had cancelled all the good effects which education might otherwise have produced. But then journalism, I think, could retort with a much deeper criticism of education. For journalism would say it could perform its function of contemporary information and comment only in a frame of reference and with regard to a system of values which it must be assumed that education, however progressively, nevertheless has firmly established for every generation. Journalism could charge that education, far from having provided an adequate sense of value to this epoch, had indeed conspired with all the false gods of scepticism and materialism to vitiate any and all standards of truth and justice. Both education and journalism would no doubt be happy to be removed from the dock and to have their places taken by business, government, the Church or some other equally likely culprit.

But our civilization has not collapsed. And as we come now to the great test, it may yet turn out that in all our trials and tribulations of spirit during the first part of this century—it may yet turn out that we as a people have been painfully apprehending the meaning of our time and now in this moment of testing there may come clear at last the vision which will guide us to the authentic creation of the Twentieth Century. Even education and journalism may in that case be justified by their travail—late, late in fulfillment.

But this vision, if it is to come, must come quickly. It must indeed begin to take shape not in some more placid time but now, this year.

When the philosopher speaks of a vision of the world we recognize, of course, that he is concerned primarily with spiritual insight. I do not venture tonight to do more than to refer to the fundamental spiritual problems of our time. I shall already have ventured far beyond the limits of any special competence in proposing tonight certain elements of vision on the plane of desperately practical politics.

But we shall only continue our confusion and misunderstanding unless we are reminded that the real crises in man's fate are spiritual crises—and that it is to the culmination of such a crisis that we have at last come. And there is a great hope in this realization. For now we realize as Lewis Mumford has so succinctly put it: "Material organization is no substitute for moral order." And further in Mr. Mumford's words: "The crisis presses toward a conversion, deep-seated, organic, religious in essence, so that no part of political or personal existence will be untouched by it. This is the optimism of pathology. Out of corruption, health, out of weakness, salvation."

So we speak not today of easy Utopias. Yet the battle we face is not the battle of a lost cause. It is a battle for a future—for a future, I believe, of unparalleled generosity and splendor.

And so tonight it is with enthusiasm that I suggest to you three elements in the vision of the world of this Twentieth Century—three points in the bright star of our future which may have, I do not know how many, other flashing facets.

Any true conception of our world must, it seems to me, include a vivid awareness of at least these three propositions.

First, our world of 2,000,000,000 human beings is for the first time in human history, one world—fundamentally indivisible. Second, our world—and again for the first time in human history—is capable of producing all the material needs of the entire human family. Thirdly, the world of the Twentieth Century, if it is to come to life in any nobility of health and vigor, must be to a significant degree an American century.

As three gleams from the same star, so these three points of vision are organically related. Tonight I shall speak mostly of

the third point—of America as a world-power—the power principally responsible for creating the Twentieth Century. But a brief word as to the other two:

First, in postulating the indivisibility of the contemporary world, one does not necessarily imagine that anything like a world state—a parliament of men—must be brought about in this century. All that it is necessary to feel—and to feel deeply—is that terrific forces of magnetic attraction and repulsion will operate as between every large group of human beings on this planet. Large sections of the human family may be effectively organized into opposition to each other. Tyrannies may require a large amount of living space. But freedom—and this is the important point to make here—freedom requires and will require far greater living space than tyranny. Peace cannot endure unless it prevails over a very large part of the world. Justice will come near to losing all meaning in the minds of man unless justice can have approximately the same fundamental meanings in many lands and among many peoples. Doctors and masters, you seemed to have hesitated in these years of pragmatic liberalism to establish universal principles of truth and justice in the minds of your pupils. Doctors and masters, can you any longer escape the alternatives? Must you not either by your courage and intellectual grasp decide that there are for us, as for our fathers' fathers, valid aspects of universal truth, *saeculae saecularum*, or else surrender yourselves and us to chaos?

Secondly, as to the promise of adequate production for all mankind—the promise of the more abundant life. Be it noted that this is characteristically an American promise. A large part of the promise may be inherent in technology. But not all. For although American technology astonished the world with its productive genius, the genius of that technology was scarcely the simple materialist inspiration that many a critic supposed. Alas, it was you, my doctors and masters, who not only abetted but some of you proudly flaunted that most frightful of heresies—the economic interpretation of history. Is it too late now to regain the intuition that behind American technology, no less than behind the great cathedrals, there lay a great spiritual vision—the vision, no less, of freedom under law? The abundant life, insofar as technology can assist it into being, is irrevocably predicted on abundant spiritual vision of freedom under law.

And finally we come to the immediate problem of creating in our minds and hearts a true vision of America in its relation to the world—of America bringing to fulfillment the great promises of the Twentieth Century. On the practical immediate level of world politics, our whole trouble is that America has no adequate, strong, confident vision of itself as the leading power in the modern world.

No one man can create this vision. The vision will come, if it comes at all, out of the imaginations of many men. You and I—as students and practical men—will have a hand in it. And to that end, let me make a beginning tonight by suggesting four planes, four areas of life and work, in which this vision of America as a world power may be realized.

First, the economic. It is for America and for America alone to determine whether a system of free economic enterprise, or in minimum terms, an economic system compatible with freedom, shall or shall not prevail in this century. We know perfectly well that there is not the slightest chance of anything faintly resembling a free economic system prevailing in this country if it prevails nowhere else. What then does America have to decide? It is very simple. We have to decide whether or not we shall have for ourselves and our friends freedom of the seas—the right to go with our ships and our airplanes where we wish, when we wish and as we wish. The vision of America as the principal guarantor of the freedom of the seas, the vision of America as the dynamic leader of world trade has within it the possibilities of such enormous human progress as to stagger the imagination. Let us not be staggered by it. Let us rise to its tremendous possibilities. Our thinking of world trade today is on ridiculously small terms. We speak of Asia as being worth only a few hundred millions a year to us. Actually, in the decades to come Asia will be worth to us exactly zero—or else it will be worth to us four, five, ten billions of dollars a year—and these are the terms we must think of or else confess ourselves feeble and impotent.

Closely akin to the purely economic area and yet quite different from it, there is the picture of an America which will send out through the world its technical and artistic skills. Engineers, scientists, doctors, movie men, makers of entertainment, developers of airlines, builders of roads, teachers, educators. Through-



out the world, these skills, this training, this leadership is needed and will be eagerly welcomed, if only we have the imagination to see it and the sincerity and good will to create the world of the Twentieth Century.

But now there is a third thing which our vision must immediately be concerned with. We must undertake now to be the Good Samaritan of the entire world. I believe that it is the manifest duty of this country to undertake to feed all the hungry people of the world or as many of them as we can from time to time reach consistently with a very tough attitude toward all hostile governments. For every dollar we spend on armaments, I believe we should spend at least a dime in a gigantic effort to feed the world—and all the world should know that we have dedicated ourselves to this task.

The vision of America as a world power includes the stimulation of the kind of free and dynamic economy we like throughout the world or throughout large parts of it. It includes sending our brains and craftsmanship to all peoples who need them and want them. It includes plain, simple generosity.

But all of this is not enough. And all of this will fail and none of it will happen unless our vision of America as a world power includes a passionate devotion to great American ideals. We have some things in this country which are infinitely precious and rather especially American—a love of freedom, a feeling for equality of opportunity, a tradition of self-reliance and also of cooperation, a capacity for experiment and enterprise. In addition to ideals and notions which are especially American, we are of course the inheritors of all the great principles of the Western civilization—above all justice, the love of truth, the ideal of charity. The other day Herbert Hoover said that America was fast becoming the sanctuary of the ideals of civilization. For the moment it may be enough to be the sanctuary of these ideals. But not for long. It now becomes our time to be the power house from which the ideals spread out throughout the world and do their mysterious work of lifting the life of mankind from the level of the beast to what the Psalmist called a little lower than the angels.

America as the dynamic center of ever-widening spheres of enterprise, America as the training center of the skillful servants



of mankind, America the Good Samaritan, really believing again that it is more blessed to give than to receive, and America as the power house of the ideals of freedom and justice—out of these elements surely can be fashioned a vision of the Twentieth Century to which we can and will devote ourselves in joy and gladness and vigor and enthusiasm. When your thoughts go out in this direction, do not ask yourself, "Am I dreaming?" Ask yourself only, "Am I dreaming true?" And if we are dreaming true, then let each of us in his own way seek to make the truth of this dream vivid and bright and clear for all America to see, and for all the world to take heart therein.

## THE TOTALITARIAN DANGER AND AMERICAN HIGHER EDUCATION

COUNT CARLO SFORZA

FORMER ITALIAN MINISTER OF FOREIGN AFFAIRS

ACCORDING to accepted traditional appearances the second World War began in September, 1939, with the sudden invasion of Poland. After Poland, Germany, France and Great Britain with her Dominions, war involved progressively Denmark, Norway, Netherlands, Belgium, Italy, Greece, Albania.

It might seem enough.

But in reality the World War had begun years ago, materially, with the Nazi-Fascist invasion of Spain, the first of the Anglo-French defeats, and spiritually had begun even before, through all the countries of the world.

It is because the present totalitarian war was and is a war with the bitter characteristics of a religious war that it was possible for the dictators to wage it for years before the visible battles of iron and blood, and to win unseen victories over England and France, as when the partisans of Chamberlain on the two sides of the Channel applauded first as a victory their own encirclement in Spain and, later on, the treason of Czechoslovakia and her dismemberment calling it "peace for a generation" as Chamberlain said when he landed at Croydon back from Munich.

How was it possible for Hitler and for his former master and present slave, Mussolini, to achieve even before 1939 such astonishing results?

The success was possible as a result of a skillful weapon, half mystic, half realistic: a subtle propaganda persuading the so-called upper classes of the whole world that the dictators were defending Europe and America against Bolshevism.

One realizes how important it has been that the first of European dictators has been a demagogic newspaperman; only one thing he knew, but he knew well: the publicity part of the profession. It is this man who first discovered the basic maxim of Totalitarianism in this standardized world of ours: "A lie is a lie when it is timidly expressed; a lie remains sometimes a lie when it is repeated only a hundred times; a lie always becomes a truth when it is repeated thousands of times."

When they succeeded—through this system—with the invention of a bolshevist Spain (which never existed), the dictators did not doubt any more, of their victory over free Europe; and they went on making an application of their method even to this country. And not without a certain amount of success, since I have found here serious and honest American historians convinced that at least certain dictators must have some popular backing in their own countries.

If it is so, one wonders why those dictators do not give freedom of opinion to their press and freedom of vote to their subjects, and why they have suppressed even fake elections for civic magistrates so dear to the hearts of the Italians since the XIIIth century?

The truth is that while the dictators shout their confidence in their blinded masses, they are far from being so sure. They shout because they are afraid. Did you not see one of them, two weeks ago, reproducing in all his enslaved press, with the vanity of a comedian the illogic qualification of "great man" that Churchill bestowed upon him in a message to the Italian people?

But, leaving the comedians to their tricks, let us study the manifestations of something serious and noble—the Italian people. Is it not a fact that as soon as hundreds of thousands of Italians were sent out of the great Fascist prison, they showed their minds, in Albania and Greece, by refusing to fight against a small nation whose freedom had been dear to our Italian fathers? Indeed, many gallant Italian volunteers went all through the whole XIXth century to fight and die for Hellenic independence, which means for the same ideals that inspired the six hundred thousand Italians who heroically gave their lives for a free Italy in the first World War.

I have been with them; I know what they thought. They hoped to make Democracy safe for Italy, for the world. We were wrong, all of us, if we thought that Democracy is a stable place to reach and to live in, comfortably. The truth is just the contrary. Democracy must be a constant progress, a constant fight, because she is in front of us, not behind us, even in America. That is why no desertions, no defeats, no disasters prove anything.

But have we really been confronted by essential defeats and disasters of Democracy?

Many pragmatists believe so, and some of them already bow a smiling approval to prospective masters of tomorrow. In reality, even contemporary European history, tragic as it is, proves that they are wrong. Why? Because the only conclusive argument against Democracy would be the existence of some free nation having been converted to accept Totalitarianism. No such nation exists. It is only through violence that they have been subjected to Totalitarianism, all of them: Italy, Germany, Spain, France, Poland, Norway, Netherlands, Belgium.

I alluded already to Italy; but what about France, the latest victim of dictators and traitors? I have lived in France most of the last three years, and I may assure you that the immense majority of the French think only of the day when they will get rid of invaders and of would-be dictators.

Today, the dictators have invented a new psychological trickery to make us believe that they are creating a "new order" in Europe, a new economic order which the Fifth Columns might hail as an improvement on the Europe of yesterday, stupidly divided by customs walls and by national hatreds. But the truth is that although this time propaganda and Fifth Columns may rely on blood and terror there is not one example of any nation wishing to participate in the newly advertised Nazi "order." All the peoples of Europe refuse to join a system based on hatred of Democracy. When it happens, as now in France, that certain leaders declare themselves ready to collaborate with Nazism, all their compatriots know what they are—traitors. But the dictators have won so many victories through propaganda—from the conquest of Spain to the invasion of France—that they still continue in all the democratic countries their constant secret work of demoralization.

This work takes the most varied forms, as when, in this country, politicians and writers—while not daring to declare that they sympathize with Nazism, try to persuade their followers and readers that Totalitarianism is one of the new political philosophies which the free nations should try to understand. No, Nazism and Fascism have no philosophy; they are based on pragmatic theories which change from day to day—as their crusades against Stalin and their successive alliances with Stalin should prove to everybody. Opportunism, gangsterism, systematic

cheating will never form a philosophy. These are simple, naive truths. But it is necessary to repeat them since transitory material successes find admirers ready to accept pseudo-philosophical reasons inciting them to bow to forthcoming violence. I feel quite sure that even in Attila's time, some Roman rhetoricians wrote pamphlets in Italy and in the Gauls showing the invader as an inevitable "wave of the future."

But Nazi-Fascist propaganda knows well American optimism and American courage; that is why the dictators do not use here this tune, although it was so effectively played in the England and France of Munich time.

To undermine American Democracy a subtler weapon is used—subtler because it may look indigenous, after many decades of happy American life: complacency.

Complacency may become more dangerous than Fifth Columns. Why? Because—on the day you'll decide to do so—it will be easy for you to discover at once the Fifth Columnist language. Guarded as it is, it has a glossary of its own, which may be easily detected; for example the pseudo-melancholy phrase, "Yes, we must admit it, an epoch is finished"; which is treason because it means: "We do not want to suffer and to fight for the America of Jefferson and Lincoln; after all life may be just as pleasant in a world where it will be forbidden to speak of the ideals of true Christianity and of Humanism."

But too many millions of free Americans still believe in Christian and humanistic ideals. That is why the instrument used to undermine American will of freedom is complacency.

How does complacency become dangerous to American security? I'll give you a few examples out of many: when learned economists declare that even in case of a totalitarian victory in Europe, the United States would have all the time it needs to become supreme in Latin America, since the dictators would be busy for years in organizing the old world. It is not so; history is made by passions, not by interests; and for the dictators it would be a question of life or death to have all the democracies destroyed, since the very existence of a great democracy would mean a lasting hope for the enslaved nations of Europe.

Another manifestation of a complacency unconsciously helping the enemies of the highest American ideals is a new fashion to

speak of American democracy as of a smooth "way of life" where the liberties matter not much more than the material comforts.

American higher education may render the most precious of services to your country because it may destroy this Nazi-Fascist Trojan horse—complacency—without coming out of your field of intellectual serenity.

I know quite well that my deep devotion to the American universities, which made me feel for years a free man among free men, must not make me forget that I am a stranger, and that nothing is more indiscreet for a stranger than to offer warnings. But how could I hide from you—without betraying your friendship—my impressions of the long crisis which brought about the collapse of France. I have lived the long tragedy; I have warned in vain for years some of the French leaders when they happened to be honorable; and I must tell you that the first line of defense which failed was not the 1940 Maginot Line; what failed much before was French higher education. They knew well what they were doing, the internal and external enemies of French democracy, when, little by little, they conquered newspapers and publishing houses, faculty chairs and places at the French Academy. Two or three years before the war it was already bad form in France to express faith in the progress of democracy; and many of those who had remained loyal republicans had been so crushed that they did not dare to repeat with Spinoza: "If we mean by peace slavery, then nothing is worse. Peace must be the harmony of strong souls, not the impotence of the slaves." Almost nobody in France dared to point out the shameful contradictions of the French pre-war tragicomedy; as when the sanctions were decided against Fascism which had invaded Ethiopia and all the French who since three generations had most hated Italy as the living triumph of the liberalism of Cavour and of the humanitarianism of Mazzini began to shout for the first time their love for Fascist Italy, simply because Fascist Italy was the complete negation of the free traditions of Italian thought, from Dante to our Risorgimento.

You must not be surprised by Hitler's victories; on the contrary, you must be surprised by the fact that, with so many accomplices throughout the world, he did not conquer more. Before invading Poland he had won the first and most important



of his victories in France; he had shaken the revolutionary but nationally loyal faith of half the workmen through devilish bolshevist propaganda; and, on the other side, he had destroyed the faith of the French upper classes, young and old, in the ideals of the French Revolution. When Pétain suppressed the three words "*Liberté, Egalité, Fraternité*" he did not so in order to please the Germans, he did so to show the French upper classes that he knew what they wanted and that he was ready to serve them.

If such a collapse was possible in France, it is clear that many were the causes. But in the field of higher education, there is only one: the French thought had become static, it had ceased to be dynamic. Too many in France had forgotten that Democracy is a constant creation which each generation must deserve and fight for. Even French patriotism—in its most legitimate form—became a reason of defeat—when it was preached as a unique goal, forgetting that the world has become too small for patriotisms which are not widened by a higher ideal of human solidarity—such as Mazzini asserted even when he was struggling, from 1830 to 1848, for the freedom and independence of Italy.

Why, in spite of certain failures, do I think that what happened in France—this nation infinitely more generous than her so-called "*élites*"—is impossible in this country?

Because you have an historic reason of pride and hope which is lacking to us old nations. Rightly Washington said that the liberty of the world would one day depend upon the success of liberty in the American experiment.

No nation ever had a higher reason of pride—but also of responsibility. Because of your historical formation, you alone, Americans, you may show us the way to a future universal federative brotherhood. In our old countries, people without imagination may smile at the expression of so distant goals. But you cannot, you must not. Already you are a country to all of us. Born an Italian I'll die an Italian; I love my country even more in her sorrows and trials than in her glories. But I know that there is only one oath which I might take with joy, feeling that I remain faithful to the highest traditions of my people—the oath taken by those who become American citizens.

If American education succeeds—as in so many colleges I



have seen it succeed—in molding the young generation with the idea that the most American of duties and ideals is to work for and believe in a universal democracy, you'll have nothing to fear from Fifth Columns and dictators.

That is why this American ideal is at the same time today the most immediate of American interests.

That is why the salvation of the world is probably in the hands of the American historians, philosophers and professors most trusted and liked by American youth.

## EDUCATIONAL RECONSTRUCTION IN EUROPE AFTER HITLER

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FOR seven and a half years it was my privilege to study one of the most important problems of Europe: Youth. I was convinced that the defeat of Hitlerism, this cancer of Western civilization, would be possible only by the strong and direct forces of youth. No cure of an illness is complete and thorough if it does not come from the same sources as the illness. The greatest wisdom in medicine and politics is: *similia similibus curantur*: the cure has to be of the same nature as the evil, only tending towards the opposite direction. Or better: as Hölderlin, the great German poet and prophet, expressed it: where danger grows, the salvation grows too.

In my studies I learned one truth: you never can judge youth by taking a microscopic look. Even the purest water under the microscopic eye (and the same is true with all scientific research) looks impure. Wait until a strong wind comes and the stagnation of the water changes over to a great movement, as a gigantic wave, and then you will see the true nature of youth.

I saw the high praise of the so-called heroic attitude of Italian and of Nazi youth. And I saw youth in England accused of being degenerate and soft. Pasteur's advice is timely: the greatest virtue of observation and learning is patience to wait until a process of development comes to its end.

All our judgments about youth are untimely and doubtful, even dangerous, before the development of youth movement comes to a definite stage. Many of the quick judgments about youth, written and spoken in our days, will need revision, and the men who judged without patience will one day be ashamed as many of my British friends will be ashamed of having called British youth degenerate and soft. Look at them today.

Here in your country I feel obliged to warn in a similar direction. American youth is not soft, cynical and degenerate. All that American youth waits for is a strong movement toward

a great goal, toward a clear attitude in all questions of right and wrong, a clear issue putting the defense of liberty again higher than life.

By the courtesy of the great powers of American publicity, we in the rest of the world are informed (and we liked this news very much) that your American colleges are the place in which you can meet the nicest, brightest and fairest young girls, young, independent personalities of great promise. And always smiling.

I can affirm this impression after having met thousands and thousands of these fine types of the human race. But I have to make one exception, and this exception makes me even prouder to be near so much human promise as is included and incorporated in your American colleges: Once I saw one of those girls not smiling but bursting in tears and crying like a little child lost in the wilderness. She was one of those excellent young graduate students of one of your Western colleges, and I hope she will not mind being mentioned anonymously. She was reading a letter and suddenly the tears ran down her cheeks, and she cried. Asked why, she began to read the following letter:

Our dear professor Jurda is no longer with us. For fifty years he was the greatest friend of youth. He was more beloved than anyone. He had no enemy. The other day a few Iron Guardists entered his house and shot him like a mad dog, behind his books. He was so kind. His house had no fences and his door was never locked.

"Did you know him?" the girl was asked.

"No" was the answer.

"Where did this happen?"

"In Roumania."

"But why do you cry?"

"Why do you *not* cry?" she exclaimed. "When such a terrible thing happens ten yards from you, you would cry. Is a distance of 10,000 miles enough to make us all isolationists and appeasers? Oh, shame, that this time finds us all with hearts of stone and souls like frozen rivers as soon as something happens far enough away. I prefer to cry wherever such things happen."

Now it is January ninth, 1941, nine o'clock Pasadena time. It

is six o'clock in the morning of the tenth of January in London, and the last Nazi aeroplanes with these bright young boys with instincts misled by Hitler toward murder are looking round where to kill more children and women and men in London before the daylight frightens their timid souls. It is twelve o'clock noon the same day in Bucaresti. What would we see if our eyes and hearts had the speed and penetration of the radio waves (and how superior in speed and omnipresence should be the human heart)? We would see millions trembling from Bucaresti and Sofia down to Palestine, fearful that today or tomorrow the same murderous attack that was launched upon Denmark, Holland and other peaceful countries will rain down a death blow to the peace and life and work and happiness of those countries.

But here in our quiet surroundings there are still some hearts not trembling, nay some are even taking spiritual drugs like isolationism and so-called pacifism (entirely different from real love of peace) to make hearts and souls slow and dull and our spiritual eyes blind, and giving in doing so, again and again, the wrong answer to all those millions inside Germany who in their hearts are full of shame and bitter feeling against this one man who makes the German people impure with his impure conceptions.

American youth, in my opinion, is deeply irritated by such wrong and poisonous conceptions. What American youth wishes to have and needs and what will make American youth as heroic and as eager to sacrifice as the British youth is a clear decision to call "right" right and "wrong" wrong, irrespective of the question whether right and wrong happen ten yards or ten thousand miles away.

For the sake of American youth, I propose to you that American colleges should be as sensitive as a clean scientific instrument when rights or wrongs are indicated.

I should like to present one thought to you at the beginning, the thought of European youth after Hitler, youth in a situation of extreme distress, without clear guidance, looking toward a troubled world without hope. One hundred and fifty years ago, during the crisis of the Napoleonic Wars, when even Switzerland was invaded by tyrannical armies, destroying peaceful towns and killing men, women and children, Pestalozzi, the great prophet

of new education once exclaimed, "Europe is in the poorest possible condition, because Europe has no father." The same is true again today. Europe has no father, and Europe has no voice. Europe is like a family deprived of its head, ruined and exhausted by unscrupulous tyrannical repressions. Many terrible things are happening in Europe, but the most terrible is the lack of bright outlook for youth. And when the breakdown comes, when Hitlerism collapses, when everything connected with warfare is dissolved, a terrible unemployment will grow again, like a cancer, in Europe. At least 20,000,000 young men now serving in the armies, in the war factories, will be out of work, and the financial resources of Europe will be exhausted. The nerves and souls of youth will be on the point of a breakdown.

But this black aspect of things is only one side of the picture. Europe will be rich in the greatest treasure a country can have, the desire for peaceful co-operation, a readiness to return to the spiritual sources of life, ready to begin a new life of simplicity, sincerity and decency.

In a situation like this the decision of a bright, or a dark future may depend upon the attitude of America, the last great Western country outside the war, and yet forming a part of this great coming union, the Western World. Inside America, there will be strong forces ready to celebrate this breakdown of Europe, not only by noisy festivities and celebrations, but by a new decision for a stricter isolation, even more so than in 1919.

An intention may grow in certain circles to let Europe sink down into permanent misery, and to take over all the advantages in trade and industry which will no longer have their own support inside Europe, passing through the greatest crisis of a continent.

In this situation the inner attitude of the American colleges will be decisive; at this moment the greatest chance to make permanent peace possible will be given into your hands. It will be true again, like Condorcet wrote in 1791 when he said, "the great ideas of liberty and the rights of men should not only be written in books of philosophy, and in the hearts of virtuous men, some of us in our weakness need the chance to read them in the great example of a great people," and he added, "America has given this example." This was in 1791. In 1941 it will be in your

hands and in the hearts of the thousands of your students and graduates of the colleges and universities, in the whole of America, to lead the way of Europe out of this darkness of tyranny, suppression and suffering. Europe will be guided by the bright morning star, the lone star called America.

In 1919 and 1920, we altogether forgot this deep inner co-operation. We had too much International Law, we forgot the great importance of international friendship. Treaties are important, but friendship is more important. In 1919 and 1920 and the years after we altogether—we in Europe and you in America—forgot education and youth. Neither was mentioned and had no place in the Versailles Treaty and the League of Nations. In Europe, every country, England, Germany and France, struggled toward a new form of better education, in a more humane sense, but we were not co-operating and we all more or less failed.

America could not see its way to join the League of Nations, and America could not even see its way to join later on the efforts of collaboration and co-operation in education in Geneva. You remained here, isolated, and we in Europe remained weak.

Shall we not make the inner decision that when the next peace conference meets, not only the experts in International Law, International Trade in economic and social questions will come together, but foremost, the experts of education and the men and women devoted to the welfare of youth. Let's dream of the possibility of a special section of the next peace conference entirely devoted to youth, and let's dream that in this section youth itself and the most prominent men and women connected with education shall have their voice, and from this Conference on Education through the whole Western World shall education begin to speak for youth, inside and outside school, and to consider youth welfare as the most prominent task of every social order. Is this dream too audacious? Or can you join with us in the possibility that one day this dream will come true.

After having lectured and spoken to numerous groups of American youth, I have the impression that American youth is beginning to dream of a new unity throughout the Western World. Your colleges, these great places of "learning that makes for righteousness," are at the same time the birthplaces



of such dreams. The other day I read a declaration of inter-dependence of youth, written by an American youth, but speaking for youths of thirty countries living together during this present war crisis in Europe. Here was the first strong expression of the new attitude of youth, not an attitude of independence and isolation, but of inter-dependence and co-operation. When will the colleges and universities of the Western World be ready for *their* declaration on inter-dependence?

There will be a number of urgent and difficult problems facing Europe after Hitler. The first question will be the question of youth unemployment. The evil of youth unemployment opened the way for Hitlerism in Europe. Here as in other cases, the omissions of the democracies were the chance of tyranny.

I remember a very dramatic event that happened exactly eight years ago today in Berlin. The last chancellor of democratic Germany, General Schleicher (killed by Nazi murderer in June, 1934, with his charming young wife), had asked me to invite to his house thirty of the youth leaders of different groups in Germany. We had urged such an occasion to present the case of youth distress to the leader of the German Government for more than six years. Now on the ninth of January, 1933, we had this chance. Schleicher, on his part, had invited twenty-five of the leading generals and staff officers of the Army to this evening. In his speech of welcome, he made an astonishing remark; he said, "knowing that the distress of youth in Europe can only be solved by a close and friendly collaboration between the great powers, I made a few hours ago for youth, and driven by my sympathy with youth of Europe, an agreement with the French Government by its Ambassador here in Berlin. We have decided from now on to overcome all our differences and to open a new era of confident, close and effective co-operation. Both Governments agreed that only such a decision can be the beginning of the solution of the youth problems of both countries. Rejoice with me. The days of youth happiness throughout Europe are approaching."

Three weeks later, by unbelievable intrigues of Hitler, using all the tricks of blackmail, Schleicher was out of power and Hindenburg had signed a decree putting Hitler in power.



We all know how Hitler has solved this problem of youth unemployment, by war and war preparation. But this is not a permanent solution. The evil of youth unemployment, as soon as war and armament have stopped, will come back in all countries with terrible force. Many of the generals who were present on this evening eight years ago are already facing the effects and results of youth restlessness and youth unemployment. One of them, the present German Ambassador to Tokyo, General Ott, has the chance of looking at the restlessness and dissatisfaction of Japanese youth, forcing this State more and more toward war and war preparations.

Another of these generals has to face the same problem in Roumania, where the Iron Guard, this barbarous revolt of dissatisfied university youth, is suppressed by the German Army. The general who very soon will have to take over control of Italy if Hitler's plans are executed in the line of his desire will face the same problem, but the most gigantic form of youth unemployment will face Germany, Austria, Czechoslovakia and Poland, and to a certain degree, France, when the transition from Hitler's rule to democratic rule arrives. Some of my American friends tell me that the same problem is existing here, and will exist with increased energy at the same moment when the world war changes over to world peace.

It is our intention that in the new and better Europe youth shall no longer be forgotten. It is our intention that education and every educator shall speak for youth, not only in school but for youth in general. That means for work and employment of youth up to twenty-five. We will make it a duty of education to call everywhere youth unemployment under twenty-five a sin against youth and a crime toward the social well being of the people. One of the consequences of this will be that youth employment and youth welfare will be put before profits in industry, farming and everywhere where youth, by work, can be trained in skill and practical life experience.

These are our plans. The question is, What are your plans? Could we not find a way to co-operate, at least in this field; to exchange our experiences and ideas? Could we not join together in the inner decision to take care of this problem and to solve it?

The second problem will be the necessity to fill youth of the

whole of the Western World with a new enthusiasm for democracy. In Europe we are well advanced in this line. British reports reveal that the great attitude of the British Government, working class, sailors, army, education, are filling again the hearts of youth with real enthusiasm for freedom. The great cry of the American War of Independence, "Give me liberty or give me death," again becomes an inner resolution in millions of young hearts.

But that solid devotion of youth towards democracy cannot be built on emotional motives alone. More is needed. A strong and resolute realization of equality is needed—at least inside education. We know that here we in England have a problem. Our privileged schools like Eton, Harrow and Rugby (schools we like to call Public Schools) have still, to a large degree, a kind of monopoly for leading position in government, banking and business.

The leader of our British Group on Educational Reconstruction, Professor F. Clark, in his book, *Education and Social Change*, more than a year ago wrote concerning the so-called "Public Schools"—read "privileged schools": "There is no honest defence, no democratic defence, indeed no genuine aristocratic defence for the continuance of their present position. To continue it against all the forces that are coming into play will both intensify social conflict and weaken the power of Britain to co-operate with the other free peoples of the world, even with those in the British Commonwealth itself." These words were written several months before the present crisis of Europe developed, and they found only strong approval in public. In the meantime, things have changed resolutely towards more democracy. Churchill and Bevin took over power, and two months ago Bevin declared that from now on every boy from every school in England has the same chance of securing government offices and even diplomatic service as the graduates of Eton and other similar schools; and two weeks ago, Churchill, in a famous speech at Harrow, declared that after the war some privileges of education until now reserved for the few will be shared amongst all. Everyone who knows the resoluteness of Churchill and Bevin and the power of advancing democracy in Britain knows that there will be no stopping before this goal is reached. In the new

Britain, after Hitler, every boy and every girl in England will have the same chance.

This is a question in which we have to learn a great deal from your experience, and we ask you to help us in finding the way to the same achievement in all countries throughout Europe.

But the third question is the most important. We have to return to a different understanding of education.

As long as we are looking at education only from the standpoint of examinations, or even as a way of advancement of some students to higher social standing and higher income by the short cut of examination papers, and as long as we look at education in this materialistic sense, we have no right and no reason to blame Hitler's interpretation of education. But when we look at education in the same sense as the great prophets of education in the past—if we consider education as the most important part in a new spiritual foundation of a people, as an attempt to realize from generation to generation more and more the great heritage of Humanism, Western civilization and Christianity, then we have to recognize in Hitler and his conception the very antithesis of education.

Europe gives us today an impressive object lesson of these two different aspects of education. There are in Europe certain countries, or certain forms of education which remain entirely intact, which did not fall in line with Nazism. Take for example the small countries, Switzerland and Denmark. Both are entirely Nazi proof, even the strongest efforts of Nazi propaganda could not penetrate in the souls of the Swiss youth, the Danish students or graduates, workers or farmers. Why? Because their souls were impregnated by a great doctrine, and the power of this doctrine is ten times stronger than Nazism. Their two great educators, Pestalozzi and Grundtvig, both lived and worked during the period of the French Revolution and Napoleonic Wars and the decades following those years of crisis. There emanated from the depth of their Christian souls a new, comprehensive conception of education, the conception of an inner change and transformation of young human souls toward an activist expression of Humanism and Christianity in every-day life and work.

The same is true with the power of every other form of spiritual

or religious education, whether it be based on the great doctrines of Luther or Calvin, Condorcet or Kerschensteiner, Loyola or Benedict. Holland has her great leader toward a new educational renaissance in men like Ligthart, and the new France is moved strongly by the conceptions and doctrines of a prophet of a new social Christianity, Charles Péguy.

And look at England, look how deeply the Christian fathers from John Wesley and Thomas Arnold, from the Quakers and many others, to the present time have influenced and transformed and made education more and more impregnable against Nazi poison. This perhaps will be the greatest lesson of Hitlerism: to recognize that every form of education which has no spiritual background and no spiritual aims is weak and imperfect and open to all kinds of infection from the purely materialistic side, and Hitler is only one form of this danger.

Don't be in doubt for a moment as to what would have happened if Hitler had invaded England last summer and what would happen in the future if his plans of aggression and destruction were successful. I warned you before in strong terms not to underestimate the terrific military power of the Hitler war machine, even now when his spiritual fascination is broken.

What would happen would be the application of the very same pattern Hitler has applied to German universities and schools, because the very simplicity of his patterns and their endless repetition makes his very strength.

When he came into power in Germany, he had already complete files for every single member of the teaching staff of all schools, colleges and universities. And he proceeded with irresistible inner consequence toward eliminating every single one who was strongly defending learning, freedom, democracy and an active form of Christianity. He left in their positions all the undecided souls, and he promoted to the leading positions a whole crowd of restless souls and young fervent believers in the Nazi faith.

To apply this formula to American conditions would mean that not one of you presidents and deans would remain in power. Your places would soon be taken by one of the young restless, most ambitious and querulent type we find always in every group, perhaps one amongst a hundred. Hitler takes this very

one and puts him in command of the hundred. The next would be that he would try to control immediately all your funds, and then he would enforce this soul-less machine—machine still called American colleges and universities—to be the enslaved instruments of his unlimited lust for power and his selfish interests.

The chapter "How Hitler Would Behave as President of All American Colleges," or even as president of one large American college, and from there conquering all the others, is most interesting, and every one of my colleagues who went through this procedure in Germany and now lives here in the great hospitality of your institutions can give you an exact description of what would happen if Hitler should win.

But there would happen even more if he had a complete victory over the Western civilization. But now he still has to take into consideration that large parts of this Western civilization are not yet conquered, and can grow more resisting and more self-conscious, and therefore more anti-Hitler, if he should apply immediately, for example, the full brutality against the Dutch and the Danish universities. His hand is still forced by this very consideration to wear a soft glove. This glove would be off as soon as he had a complete victory.

What would happen in such a case can only be described by the parallel of what happened after the collapse of the Roman Empire, after the attack of the barbarians when Alaric took Rome, or what happened in the middle of the sixteenth century when the Thirty Years' War in Europe was over. I find in Irwin Edman's excellent book, *Candle in the Dark*, an analysis of what would happen. He first describes that the very root of our present time illness, of Nihilism, is the, what he calls "strange and absurd conviction that we are living in a new kind of present without a past and without a future." And then he quotes Coulton's remark, "the middle ages can be rightly understood only as a period of convalescence, slow at best, and with continual relapses from the worst catastrophe recorded in the whole history of the modern world, a breakdown of the Roman Empire. This breakdown was followed by scenes of disorder, through centuries. . . . Generations later, after the barbarians had burst in, and Alaric the Goth had taken Rome, men fell as though the sky had fallen."

The same, exactly the same, would happen if Hitler should win. Nothing would remain of all great traditions of religion, humanism, liberalism, democracy—and especially nothing would remain of any activist form of Christianity (being not only an illumination of our lives from the outside, but a strong moving power from the inside), if Hitler should win.

All institutions based on such traditions would collapse. Perhaps in the catacombs beneath these ruins, martyrs and faithful believers could slowly gather together again and could get strength after many decades. But during our lifetime we would all be condemned to slavery in mind, soul and will power.

Coulton rightly calls the recovery of such a catastrophe a convalescence. Convalescence is a time after the deadly crisis has passed without fatal issue.

We still stand before this crisis; it may come soon, but we still have it in our hands to avoid this worst crisis and with it the danger of a fatal issue.

What are the ways of avoiding a dangerous crisis of illness?

Looking back on our German crisis, the crisis of our German universities and colleges, the crisis of German liberal learning and Christian belief, we know exactly that there is only one remedy against this illness; the strong power of the spirit, the soul unafraid, without fear. Remember Niemoeller, the great hero, and coming martyr saint of Christianity in the new and better Europe. He had the courage to say "No" to Hitler, to resist his temptations, to denounce him in the strongest terms. And look how, even from prison, his life's glory glows over the darkness like a sunrise.

If we had had in Germany five men like him leading in universities and schools, in churches and liberal arts and literature, to say "No" to Hitler immediately and with the same heroic decision, there would not be any Hitler today, no Sodom and Gomorrah of Nazism in Germany. Five men were in a position to prevent this deadly illness and evil. But there were only four.

Today there are at least twenty, and they will grow to 20,000, to two millions and more, because today fear begins to disappear, and as soon as men have no fear the evils and illnesses of our time, including totalitarian temptation and Hitlerism, have no power.



Am I wrong in believing that the same attitude of fearlessness is beginning to grow inside American youth? After having talked to many hundreds and hundreds of your brilliant youth in American colleges and universities, I am convinced that from there a new Renaissance of fearless learning and courageous constructive attitude is growing toward the creation of a new and better world.

In going through Texas I had a rare experience. Near a large campfire in the hills of Texas one evening, a young student offered me the honor of reading a six hundred page thesis which she is writing at the Geneva Institute of Advanced International Studies. The thesis is treating the structure and method of Nazi propaganda in international affairs. To my great surprise, I found in this writing of a young American student a deep insight in the very essence of this Nazi propaganda and a clear vision of what is needed for democracy to win over this propaganda by a stronger and firmer belief and action.

I asked her, "Tell me, is this only something you learned in She laughed and said, "Remember that I come from Texas. We Texas youth still remember the Alamo. This great shrine in the heart of San Antonio, where in 1836 American citizens freely decided not to escape or not to isolate their lives from the great cause of liberty but to face danger and fight." "And," she continued, "they were all killed. At Thermopylae there was still one messenger left to report. At Alamo there was not even a messenger. They all died for freedom."

I was amazed to find such an attitude in a brilliant young American girl. One is accustomed sometimes to find a very indifferant interpretation of history.

I asked this student how she came to this courageous attitude. school, or is it alive in you?"

"Of course," she said, "it is alive." "When we say 'Remember the Alamo,' we feel a new inner strength. I will tell you a story," she went on. "As a young college girl I was once on holiday on a ranch in western Texas riding every day on horseback with the cowboys. The mountains in the south were terribly tempting. They looked near to me, but they were far. One late afternoon I decided to reach the mountains. The pony went for two hours, galloping, but the mountains did not come any nearer. The sun

went down; night descended. I could still see the mountains silhouetted, but I had to turn back and find my way home. Mind you, it was not an easy situation. Night growing, and no way to see, because there are no paths. Suddenly the coyotes began to yell and howl from behind and front and all sides. The pony was small. I was a little girl. My gun was at home—a hard situation. Then I remembered Alamo. I remembered that coyotes only attack men with fear. They scent fear for miles, so I decided to have no fear. After a few moments my will power broke fear, and it never came back. So I was safe. The coyotes could not get me. But there was still no way. Suddenly I discovered the stars. I never thought of stars as something you can use. Now I know they can guide you. I found my way home. Since this evening, I know that life in fear is lost, and life without stars is a vain attempt. When meeting in Europe the terrific temptation of Nazi propaganda, I always remembered this night. I never had fear and I knew the secret of great stars.”

To have no fear and to have the guidance of stars is the only way out of our times. We in Europe know that this spirit is growing more and more in the Western World and also in your American colleges and universities. The star of youth means courage. This star will guide us by a strong alliance of western learning toward a better Western World.

## THE AMERICAN COLLEGE FROM THE SIDE LINES

F. P. KEPPEL

PRESIDENT, THE CARNEGIE CORPORATION

**T**HESE are serious days for the world, Heaven knows; nowhere more serious than in the United States, and since the American college is a critically important factor in our American life, any discussion of the college is in itself a serious undertaking. But we Americans are sometimes, I think, in danger of confusing solemnity with seriousness, and sometimes we get so solemn as to interfere with straight thinking and prompt action. If, therefore, I err on the side of levity in what I shall try to say to you—if I even try to be funny here and there—please remember that it is in what I conceive to be a good cause.

These are also days of passports and visas and navicerts, and so I suppose my first responsibility in addressing this particular audience is to present my credentials. Any individual may acquire information and opinions about the American college in various ways. I have never been a founder or a trustee, but I think I can qualify in most of the other categories. I was an undergraduate myself for four years, a junior officer and faculty member for nearly twenty; then I have been a college parent, which is a status not to be entered into lightly or inadvisedly. My qualifications in this regard may be of interest. As I reckon it, I have paid fees for higher education over a total period of twenty-nine years, on behalf of five sons, to nine different institutions of higher learning—six in the United States, one in Great Britain and two on the continent of Europe. Finally, for the last 18 years, I have been an observer from the side lines—and as a foundation officer I suppose it is fair to say, from a point of vantage on the side lines. First and last, I have visited I suppose well over one hundred American colleges.

Certainly our college today shows many a difference from the institution I entered in the fall of 1894; it would not be very difficult—and it might be entertaining—to discuss some of these differences. But I think I will be using your collective time to better advantage if I take just the opposite line, and emphasize the factors of unity which bind the past to the present, and help us at least to guess what the future has in store.

There are other unifying factors, of course, but let me take just one, as to which I am sure there will be general agreement in this audience. This unifying factor is the conviction, loudly and almost daily expressed in our press and elsewhere that the American college is going to the dogs. That was the case when I was a freshman, it has been so through the intervening years, it is clearly so today, and doubtless will continue to be so in the future. People all over the country, and with perfect sincerity, are viewing the present with alarm, and pointing with pride to an idyllic golden age somewhere in the past—usually about the time of their own undergraduate residence. You may remember that some years ago an Englishman, after the fashion of his race, wrote a letter to the *London Times* to deplore the fact that *Punch* was no longer as good as it had been. Now this was a matter of importance, since *Punch* comes pretty close to being a part of the British Constitution—perhaps it may be regarded as the only written part thereof! At any rate, the Editor of *Punch*, in his next issue, took note of the letter, and pointed out to the writer that while what he said was doubtless true, it was also true that at no time in its long career could it be said that *Punch* was as good as it had been.

Yes, the American college is going to the dogs, but it is pertinent to observe that from year to year it is a different lot of dogs to which it is going, and even at any one time, different dogs are selected by different critics. Some of them, for example, are on the right side of the kennel, and others are on the left. But this diversity isn't so significant after all, for I suppose that if one can acquire physical hydrophobia from any breed of actual dog, one can develop mental hydrophobia from the idea of any breed of hypothetical dog.

Mind you, I don't want to belittle these charges and accusations. A few of them, at any rate, deserve far more consideration than they get. I would just point out that the American college, as an institution, is still in business, and has not as yet gone all the way to the dogs in general, or to any particular dog. In other words, we have before us the curious phenomenon of a patient clearly suffering from a complication of disorders—most of them chronic, some of them mortal according to the text books, who nevertheless continues to live, and is putting on weight. I don't

know that I have much to offer towards a resolution of the problem, but I can give you some impressions from the side lines for what they may be worth.

It is popular in these days of hastily ingested and perhaps only partly digested anthropology and sociology to look to myths and taboos and stereotypes for the answers to our questions, and a diagnosis of present day ills by an up-to-date practitioner would doubtless include references to all these and others. In my student days, however, we were not exposed to anthropology or abnormal psychology or sociology, but we *were* compelled to take a course in logic, which I passed with a grade of C, and I think I can still recognize a paradox when I meet one. If you remember your Gilbert & Sullivan, and particularly your *Pirates of Penzance*, you will agree that I have good precedent for invoking the paradox to help me out of a difficulty.

How quaint the ways of paradox  
At common sense she gayly mocks.

As I look out from the side lines over the arena of our college education, what I seem to see is a team of paradoxes, clad not in helmets and shoulder pads, but in caps and gowns, lined up against a team of tough-looking realities. There won't be time today for me to present more than two or three of these paradoxes, but I will try to choose ones which are typical.

I don't know how many of you are old enough to remember the *Sultan of Sulu*, a comic opera in which it was explained, among other things, that in the Philippines, the Constitution was to follow the flag on Mondays, Wednesdays and Fridays. Somewhat similarly, the American college is conceived of as a business organization on Mondays, Wednesdays and Fridays, and as something quite different on the other days of the week, when a wholly different set of rules and habits of thought are to be exercised. We just can't face the reality that a college is a business, first, last and all the time—and a hard one at that, though a business of a very special character. The college offers the same temptations as any other business to shortchange the customer, who is the student, or to double-cross the employee, who is the professor, and with the same results in the long run as would obtain in the so-called outside world.

As a result of this particular paradox, the fallacy that chronic

insolvency is a healthy state is far too prevalent, as is the fallacy that the priceless imponderables of college life do not really cost anything, but are in some way plucked from the circumambient ether. Of course they cost something, and of course somebody pays, usually the student. Sometimes it is worth the price for him to do so, but more often he pays far too heavily.

In a business, the president of the company is known throughout the service for what he is, an imperfect human being like the rest of us, but doing his best and entitled *ex-officio* if for no other reason to loyalty and support. Perhaps this is the status of the college president on Mondays, Wednesdays and Fridays, but how about the rest of the week? What about the academic super-man whom a committee of big-game hunting trustees have captured and brought to the campus? How long does it usually take for him to sink from the ultra-violet to the infra-red?

Then there is what I might call the alma mater paradox. As to certain things, mother knows best, by hypothesis, and the children are as firmly tied to her apron strings as may be. Specifically, mother can outguess by faculty regulation the actual interests and needs of any individual student.

To other matters of at least equal importance to the children, however, alma mater gives little or no concern, so we have too often the curious picture of a college where the undergraduates are assumed to be of sufficient maturity to work out unaided their own problems of health and social relations and religion, but are not regarded as old enough to be trusted with both sides of a controversial question in economics or politics or morals.

It is no wonder that the children in the nursery have little paradoxes of their own, regarding which alma mater is either ignorant or pretends to be. It is less widely believed than it used to be, but it is still far too widely believed, that while you must put all you have on the ball if you want to get the most out of athletics or other undergraduate enterprises, it's all right merely to get by in your studies, and wait till you get into the professional school or the post-commencement job to do your level best. Another nursery paradox is that while the social contacts you make in college may spell success in later life, there is no occasion to worry about the manners you retain or acquire in the same four years.



This mother paradox extends to alma mater's treatment of her grownup children. The alumni are assumed to be more interested in the toys they left in the nursery than in anything else, and receive their warmest welcome home when they return to watch their successors play with them. They are usually regarded as naive enough to fall for ballyhoo of the crudest sort when the hat is being passed. It is indeed the rare college in which even the intellectually thoughtful alumni are given an opportunity to understand its current educational problems and its plans for the future, if any; and yet in most colleges the alumni-at-large are given the responsibility of choosing trustees who will have the final word about these same problems and plans.

To introduce my next sample of a paradox, I shall re-tell the old old story of the two Irishmen who went to the Union Station in Pittsburgh to see one another off, and after due celebration, found themselves facing one another in a Pullman car headed for Cincinnati. "The wonders of science—will they never cease? Here are we enjoying each other's society in ease and elegance, you on your way to Chicago, and me on me way to New York."

Isn't it the same sort of paradox when a single set of machine tools—even a single production line, is relied upon to fashion and turn out products guaranteed to serve equally well two very different purposes? I refer to the current Ph.D. industry, and to the distinction between creating new truth and disseminating existing truth. Now I know that somehow or other we do get good teachers from the mill, just as we get good researchers, but I raise the question as to how many of these teachers are good in spite of, and not because of, the Ph.D. servitude. Is there a man in this room who hasn't, with his eyes open, taken the poorer man *plus* the Ph.D., rather than the better man *minus* the Ph.D.? I believe that the realistic youngster who knows he wants to teach in college, and is ready to accept the modest joys and reasonable securities of academic life, has simply learned that to carry out his purpose, he must pay the price currently demanded. But does this make it any less of a paradox?

Then there is what I might call the past and present paradox. We rejoice in our new-found ability to apply the scientific method to our academic situations. We indulge in partial correlations, and talk knowingly of sigmas and such, but we constantly, if un-

consciously, slip back into the old-fashioned and comfortable realm of sheer assertion, particularly when it is a question of any of our sacred cows. Take the curriculum, for example: in my own experience of forty-six years, I have seen the curriculum changed and changed and changed, almost wholly on the basis of professorial or presidential assertion, until it has either gotten back pretty much to what it was when I was a freshman, or has become vocationalized beyond all recognition.

Here is another aspect of this same confusion. We accept as gospel truth the findings of the various current surveys and studies and reports, the good, the bad and the indifferent alike, about every institution but our own. Here, however, the surveyors for some reason were curiously misinformed, and their conclusions are therefore of no particular value.

I could furnish other paradoxes, or you could think them up for yourselves, but perhaps these are enough for my present purpose. Let's get back to the perennial charge that the American college is going to the dogs. With the passing of the years, certain of the specific accusations have grown out of date—for instance, the very general charge in my own undergraduate days that a college education would turn most boys into snobs and all girls into blue stockings. Certain other charges obviously are self-contradictory, and there is no reason to let our critics have it both ways. Enough remain, however, to engage our serious attention. The most troublesome of these charges are the ones which express half-truths. Here it is all too easy for us to disprove them to our own satisfaction, overlooking the patent fact that the public is by no means satisfied with our disclaimers. We can, of course, either ignore our accusers all along the line, or enter a blanket denial that anything is wrong that cannot be laid to the well-known imperfections of our common human nature; we can point out, as indeed I already have in these remarks, that whatever may be said by individuals to the discredit of the college, more and more young Americans are actually going there every year; that the patient is putting on weight, and putting it on very rapidly in some spots. It took Harvard nearly 300 years to cross the 4000 line in attendance; a college in Lubbock, Texas, has done this, with plenty to spare, in the fifteen years since its establishment in 1925.

Yes, the American college has plenty of momentum, but so had the American railroads twenty-five years ago. The railroads elected to slip along on that momentum, and slumbered through the development of the motor car and bus and truck—only to be aroused, perhaps too late, by the airplane. Now I don't want to push the analogy too far, but we have junior colleges and CCC camps; we are to have a year of military service. We see, or will soon see, a very definite improvement in the quality of technical and vocational institutions. More brains are being put into the process of learning on the job in our great industries and commercial establishments. In one way or another, all these agencies are potential rivals of the old-fashioned American college. It is true that none of them can offer anything comparable to the good training of carefully selected students in college, but it is also true that any one of them can provide something far better than a poor training in college.

To conclude with some assertions of my own; the American liberal arts college with all its paradoxes and all its faults is our unique contribution to human education; its best products have had a share out of all proportion to their numbers in building a nation of which, with all *its* paradoxes and all its faults, you and I are very proud. In building up the American college, the American people have not, until very recently, had to think of the cost; we could rely on a steadily rising population of college age; and we have done the job in our characteristically wasteful fashion. Today, we are at a point in our history when the best product of the college is a more important asset than ever before, and by the same token, the worst product is more of a liability. We are entering a period of falling numbers, and we live in a world where we must count the cost and count it carefully.

And so the observer from the side lines draws the following general conclusions from his observations. The American college has demonstrated both its vitality and its usefulness, but to maintain that vitality and to extend that usefulness in the world of today and tomorrow, the college must think harder and think straighter about its job than it has done up to the present. We will come to recognize that within the general framework there is both room and need for plenty of variety. The university col-

lege and the independent, the rural college and the urban, will spend less of their energies in imitating one another.

Each college must do its own thinking, and there should also be far more cooperative thinking, both in gatherings like the present one, and in the face of local and regional situations. And the observer's final guess is that all this thinking will be on lines that are definitely less quantitative, and definitely more qualitative, than is generally the case today.

## LIBERAL EDUCATION AND DEMOCRACY

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### THE PURPOSE OF THE REPORT AND ITS PRESENT STATUS

IN 1939 the American Council of Learned Societies appointed a Committee on Educational Trends in the Humanities to consider the present status of the humanities in this country and to suggest ways in which their contribution to American education might be enhanced. The committee decided that the humanistic disciplines could be studied more realistically in terms of their contribution to liberal education, and that liberal education, in turn, should be examined in the context of our democratic society. The committee also decided to emphasize basic social and educational objectives rather than statistical facts, since numerous factual surveys had already been undertaken and since future surveys of this type might well benefit from a wise redefinition of our social and educational ideals. Finally, we agreed to try to prepare a report which would provide a basis for, and if possible promote, various educational reforms. Hence the tone and temper of the report.

The draft of the report which you have received has not yet been submitted to the American Council of Learned Societies; the Council therefore assumes no responsibility for its present form or substance. The other members of the committee, President Henry M. Wriston and Professor Charles C. Fries, have given this draft their general approval but they should not be held responsible for it in detail. This draft is therefore submitted to you on its own merits or demerits for your constructive criticism. I shall limit myself to a rapid summary of the main argument as a basis for this discussion.

### EDUCATION IN AMERICA TODAY

American education today reflects certain pervasive characteristics of our society. Three of these deserve special mention.

(a) *The "New World" democratic spirit* expresses itself ideally in a deep concern for the value and dignity of the individual as a free, responsible, moral agent. But this ideal indi-

vidualism has frequently been perverted into an irresponsible and frustrated individualism. Loyalty to the ideal of Liberty has often degenerated into a libertarianism impatient of discipline and neglectful of those values through the possession of which alone man can hope to achieve genuine freedom. Loyalty to the ideal of an equality of opportunity has too often been supplanted by an equalitarianism in which rights are divorced from duties, rewards from merit—an equalitarianism jealous of distinction and impatient of leadership. Loyalty to the ideal of genuine social consciousness has not infrequently given way to class consciousness and to group loyalties hostile to a more embracing concern for mankind. Finally, individual initiative has too often been immature and irresponsible, the "self-expression" of individuals with nothing significant to express, and a "rugged individualism" blind to all social responsibility.

These perversions of our basic democratic ideals have manifested themselves in American education in numerous ways. They have shown themselves in the tendency of those in charge of the several levels of education to insist on their autonomy and to refuse to cooperate with other levels; in the tendency of educational institutions at the same level, and of departments within these institutions, to insist on their independence and to thwart cooperative effort; in the tendency of scholars and teachers to go on their own way with small regard for the major educational program to which they should be making an organic contribution. They have shown themselves notably in the "free elective" system whereby immature students have been permitted, if not compelled, to determine their own academic diet, frequently with disastrous results; in the absence of discipline and rigorous training throughout the educational process, and in the cult of self-expression; in the tendency of students and their parents to insist on academic promotion regardless of ability or achievement. Finally, little has been done in the classroom to promote in the student a genuine social consciousness; many of our students have been permitted to interpret the ideal of fraternity in terms of the snobbishness of fraternities and sororities. A survey of American education today reveals an alarming amount of libertarianism, equalitarianism and irresponsible initiative at all the educational levels.



(b) A second characteristic of our society has been, and still is, a *concern for economic values*. We are by no means a miserly nation, valuing wealth for its own sake. Our motto is rather, "Easy come, easy go." But we do tend to define "success" in terms of that social prestige which is associated with the power of wealth. It is not by accident that William James employed the term "cash-value" in formulating his characteristically American philosophy of pragmatism. All nations and peoples have, of course, concerned themselves with economic values, and no social group could survive which failed to do so. But these values have tended to receive with us a disproportionate emphasis, at the expense of those more enduring values which endow life with genuine significance.

This economic concern has expressed itself in education in a growing emphasis on vocational training, and such training has come to be conceived of as a highly specialized training for specific trades rather than education for the "learned professions." More recently the attempt has been made to appraise even liberal studies in terms of a short-range standard of "practical" value. Witness the tendency to stress the commercial value of foreign languages and to ignore the study of great foreign literatures in the original.

(c) The third characteristic of our society is its *pseudo-scientific temper*. We are not really scientifically minded, but we are enormously impressed by scientific invention and by the incomprehensibility and the apparent agreement of our scientists who, in a sense, are the high priests of our society. Hence our enthusiasm for specialization, for what is conceived to be scientific "objectivity," for new discoveries as opposed to the conservation of older insights and traditions. Hence also our naturalistic temper, that is, our tendency to believe that scientific truth is the only truth and that moral and religious values are merely conventional or relative to the whims of each individual.

This sentimental regard for science and this naive naturalism have also reflected themselves in education. Few of our students receive a rigorous scientific training or a real understanding of the nature, limits and value of science. But most of our students have been subjected to educational procedures dictated by the ideal of scientific objectivity, particularly in the social and hu-

manistic disciplines where this ideal has little if any relevance. Our students are also, as a group, profoundly disillusioned; they find the greatest difficulty in taking moral values and religious beliefs seriously. This disillusionment has many causes but one of these is certainly the dominant naturalism of recent decades.

With notable exceptions, the present educational scene reflects, therefore, a deplorable absence of wise, bold and constructive educational leadership, and of effective cooperation between the several educational levels and between educational institutions at the same level. By and large, our students are, as a result, undisciplined, untrained in the basic languages of human intercourse, uninformed in wide regions of human endeavor, unintegrated, disillusioned and socially irresponsible. This is a sweeping indictment which must of course be modified in particular instances, but as a generalization it is an alarmingly accurate description of the present educational scene.

#### OUR DEMOCRATIC IDEAL AND THE CONDITIONS OF ITS REALIZATION

All attempts at educational reform must be based upon a reassertion of our democratic faith in the value and dignity of the individual. We must recognize at the outset the difference between genuine and spurious freedom, between equality of opportunity and equality of merit and reward, between a true and a false social consciousness, between responsible and irresponsible initiative.

How can this social ideal, which is our greatest American heritage, be progressively realized? Partly through political machinery, partly through education.

Our political democracy is dedicated to the ideal of government by the people and for the people. This ideal assumes that the members of a mature community *can* rule themselves, that they *should* rule themselves and that the government should govern as much as necessary and as little as possible. That is, the democratic philosophy of life assumes that political machinery, controlled by the electorate, is an essential means, but only a means, to the good life of the individual citizen.

So conceived, political democracy and the good life in a democratic society are difficult achievements possible only in propor-

tion as the members of a democratic community are effectively educated. Formal education in a democracy has three essential functions—for citizenship, for vocational and professional work, and for the good life of the individual. All three functions are essential but the third is basic to the other two. In a totalitarian society education for citizenship through political propaganda is given priority. In an exclusively economic society vocational training would receive major emphasis. In a democratic society the emphasis falls on education for the good life of each individual.

#### EDUCATION FOR THE GOOD LIFE

What do we mean by the "good life?" Must it not be defined in terms of the extensive participation of the individual in those truths, beauties and human relationships which men, through the ages, have found to endow life with significance? It is these values alone which give meaning to life and which ultimately distinguish man from the animal.

It follows that education for the good life is education for the discovery and enjoyment of these values. Such education necessarily involves mental and moral discipline. An undisciplined person is simply incapable of significant human experience. It involves rigorous mathematical and linguistic training, because all of man's insights have been, and must continue to be, recorded in one or more "languages." The student who is ignorant of these languages is automatically debarred from sharing in these insights and experiences. It involves the acquisition of relevant information and particularly a knowledge of how such information can be acquired. In this sense a sound education introduces the student to his great and endlessly diverse cultural heritage. It involves the integration of this information. There are two and only two basic ways of relating things to one another, the historical and the systematic or philosophical. Everything can be set in an historical context and everything can be related systematically, in one way or another, to everything else. History and philosophy, as the great synthesizing disciplines, imply one another and, taken together, are the only cure for provincialism and the only road to cultural integration. A man is provincial if he knows only the here and the now; he achieves culture in proportion as he is able to relate the here and now to the there

and then. Our students are very anxious to be modern but all too often they succeed only in being contemporary, because they are unable to see their own experiences and surroundings in a larger perspective. Finally education for the good life involves training in social responsibility, that is, a learning to recognize the rights of others and the value and dignity of other human beings.

The education which we have been describing is "liberal" education in the truest sense, an education dedicated to the discovery and enjoyment of all truths, the creation and re-creation of beauty in all its forms, and imaginative sensitivity to all human relationships. Each of the traditional liberal disciplines has an essential contribution to make to a liberal education—pure mathematics, with its unparalleled precision; the natural sciences, with their amazing technique for objective thinking in the world of physical fact; the social studies, for the understanding they give us of man in society; the arts and literatures for their beauty and their moral and religious insights; history and philosophy for their cultural integration. *All* these disciplines can and should contribute to the liberal education of every boy and girl in this country. None can be neglected with impunity. We, as teachers, have no right to deprive our students of any aspect of their cultural heritage.

#### EDUCATION FOR CITIZENSHIP

How then can we educate our young people for responsible citizenship? What is required for such citizenship? The ability to think clearly, to acquire relevant information accurately, to recognize and respect enlightened political leadership, to acquire a sense of basic human values and a lively social consciousness. Is it not clear that liberal education is the *only* method of training our young people for responsible citizenship? The only alternative to such education is propaganda, and propaganda is essentially hostile to that maturity of thought and action which a democracy requires of its citizens. Particularly in a period of crisis such as the present, it is of the utmost importance that the social and political value of a liberal education be fully recognized.

#### VOCATIONAL AND PROFESSIONAL TRAINING

Our educational institutions are certainly under obligation to

provide their students with effective vocational and professional training. The importance of such training cannot be denied. But to emphasize such training *at the expense* of a liberal education is to do our students a grave injustice. The more limited their ability, the more must they depend upon whatever liberal education they can assimilate for the humane employment of their leisure; the more able they are, the more essential is a liberal education to their future professional success. It follows that vocational training should, in the case of each individual student, be postponed as long as possible and be subordinated to whatever liberal education he is able to acquire.

A perfect liberal education is an ideal which no one achieves, which some approximate more closely than others, and which all normal individuals, however limited their innate capacity, can do *something* to realize. It is possible within limits at *all* the educational levels. The practical difficulties are great but not insuperable. *Something* can be done for *all* our students along these lines.

#### CONCLUSION

Our report has sought to emphasize three basic concepts which are intimately related to one another—the good life, political democracy and liberal education. Of these, the good life, as we have defined it, is ultimate and supreme. Political democracy and liberal education, in turn, are the essential conditions of the good life, so conceived. Europe today bears tragic witness to the impoverishment and degradation of life in countries which have renounced political democracy, and the barrenness of the lives of many of our own citizens testifies to the importance of liberal education for the good life. Meanwhile, political democracy and liberal education condition one another. No genuine liberal education is possible in a totalitarian state, and no society can achieve significant democracy in the absence of liberal education. *Liberal education is as essential to democracy as totalitarian propaganda is to totalitarian despotism.* We are making a mighty effort to arm ourselves against military invasion, but this effort will be in vain if, in the process, we fail to educate our citizens far more effectively than at present to preserve the democratic spirit and to be loyal to the democratic ideal of human dignity and value.



If our educational institutions are to contribute what they should, now and in the future, to American society they must differentiate more clearly, on the one hand, and cooperate more effectively, on the other. They must recognize that every school, college and university has its own distinctive problems which it must meet in its own way; they must differentiate between liberal education and vocational training, between specialization and orientation, between more able and less able students. Such differentiation is *not* undemocratic; democracy is emphatically not committed to the reduction of everything to a dead level of sameness and mediocrity. But they must also strive for far more effective cooperation—between institutions at the same academic level, between higher and lower levels in the educational process, between administrators and faculties. They must recognize the need for *both* liberal education and vocational training, the rights of *both* abler and less able students, the value of *both* specialization and orientation, discipline and interest, guidance and freedom. We need today, as perhaps never before, more good teachers, teachers who are themselves liberally educated and who can inspire and train their students. We need bolder and more enlightened educational leadership. We must give up our blind faith in academic *laissez faire* and develop a new philosophy of education which will be adequate to present social and individual needs by being adequate to man's abiding character and aspirations. The report which you are about to discuss is designed to provide a blue print for such a philosophy of education and to stimulate educational reforms along the lines indicated. My committee cordially invites your constructive criticism.



## THE NATURE AND CONTENT OF A LIBERAL EDUCATION

JOHN W. NASON

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A FEW days ago I overheard a conversation between two scholars. In the course of the discussion one referred to the universe as a whole. To this the other solemnly replied that the universe as a whole is a very large thing. I feel the same way about my topic this morning—the nature and content of a liberal education. Fortunately we have all had an opportunity to read the thoughtful report on Liberal Education and Democracy drafted by Professor Greene and approved by his committee. His chapter on “The Content of a Liberal Education” is an excellent exposition of a very important subject. I find myself in such agreement with nearly everything he says that I shall not waste your time by repeating the argument. My function is that of commentator, and with that in mind I shall proceed at once to a discussion of certain issues raised but not answered within the report.

There are four aspects of a liberal education to which I should like to call attention. They are not exclusive of one another, but each constitutes a feature of what most of us have in mind when we use the term. It is a function of liberal education, in the first place, to add breadth and depth to life. This is the interpretation which underlies Professor Greene’s thesis on the importance of liberal education for the maintenance of our democratic way of life. He states it well when he says (p. 40): “Our experience can be deepened, that is, enriched and intensified, through the acquisition of new and profounder insights, finer moral discernment and greater aesthetic sensitivity—in short, through the discovery and assimilation of new truths, beauties and moral values. A liberal education is essentially an introduction to intrinsic values and cultural perspectives.” It is the purpose of a *liberal*, as contrasted with a *practical* education to do just this, and no education which fails to achieve this end, at least in part, deserves the name *liberal*.

There is another way of putting this end, however, and this

brings me to the second aspect. It is the function of a liberal education to provide an understanding of the world we live in. Professor Greene would no doubt say that this is implied in his definition. I believe it is, but the implication is so important that it deserves to be brought out into the open. It is not the function of a liberal education to train men to live successfully in whatever society they may later enter. There are some forms of social and political organization in which no liberally educated person could live successfully or happily. The kind of education I am talking about is not interested in winning friends and influencing people—in spite of Elbert Hubbard's *Scrapbook*. It is concerned with understanding in the broad sense—with understanding the laws that govern nature, the laws that govern social relationships, the ideals which men pursue and the values they seek to realize. This kind of understanding may contribute to success conceived in the ordinary sense of the term, but its contribution is a by-product of a different aim.

Both enrichment of life and understanding of the world presuppose two factors which are my third and fourth points. They demand discipline and comprehensiveness. No one can truly be said to be liberally educated who does not possess a disciplined mind. Modern education has been gradually realizing this for some time past, and we are now in the midst of a tragic illustration of its truth. An educated mind is a disciplined mind—one that can think in a straight line, one that has respect for the coercive power of fact, one that has through training been made sensitive to the claims of value. A growing appreciation of this fact has been reflected in an increasing discontent with free electives and the bargain-counter philosophy of education where students can shop around for a taste of this and a smattering of that to their hearts' content. It has led to the development and spread of honors programs and other devices to give more rigorous training to those competent and willing to undergo it. With their emphasis on concentration in certain restricted fields such programs have contributed materially to the ideal of intellectual efficiency. We realize today the importance of this aspect. We have the educational machinery for achieving it. Disciplined intelligence is one pole of liberal education. The other is comprehensiveness, and that, alas, is a far different story.

There was a time when there was a fixed content to liberal education and all liberally educated people had explored and continued to explore this content. The system of classical education at its best opened the mind to a number of fields, each of which had its distinctive contribution to make to the understanding of man and the world in which he lived. Men who had enjoyed this education could talk with one another upon a common basis because they had a common background. They had been brought up in the cultural traditions of the West. They understood those traditions—imperfectly perhaps from the vantage of the modern point of view—but, whatever errors of omission and commission their education may have contained, they were the same for all students. Men approached the problems of their world with this common background, and while they differed in the answers to their problems, the very differences presupposed a common set of principles. In short, a liberal education at one time provided a common universe of discourse.

All that has disappeared, and its disappearance has led to some of the worst confusions in our modern educational program. We no longer emphasize our common cultural heritage. We are specialists in physics or economics, in early English or in middle high German. It was perhaps inevitable that we should become so. The complexity of modern learning passes understanding. It is no longer possible to produce those universal minds which, like those of Aristotle, Thomas Aquinas and Leibniz, could be masters of all the learning and wisdom of their age. No man today, at least none that we know of, can be equally at home in all the fields of all the learned societies which have just been holding their annual meetings.

That poses for us a problem. With the ever advancing investigation into the laws that govern nature and man, we have tended to choose one field for special study, and the area covered has shrunk from decade to decade. The result is that we are now turning out of our colleges and universities students with the insignia of a liberal education, but students who no longer live in a common universe of discourse. Chemist cannot talk with economist, the English major with the botanist. We no longer speak a common language as we no longer have a common intellectual background. This could be stated in another way by saying that

our modern education suffers from intellectual malnutrition. There is plenty of food available; indeed, in one sense our provision is too rich rather than too scanty. But just as in ordinary life too high a concentration of one vitamin to the exclusion of others produces malnutrition with all of its attendant consequences, so in the intellectual life the vitamins of science, if pursued to the exclusion of those of the social sciences and of the humanities, or vice versa, produce warped and often stunted minds. A liberal education is one which liberates, which expands both the power of the mind and its understanding of the world. We are educating for power of insight, for sharpness of intellectual analysis, for rigor of thought; we are not educating for understanding. The element of comprehensiveness to which I have referred is, with few exceptions, lacking, and without it there can be neither the rich participation in values nor the broad understanding of life which we have seen to be the common features of a truly liberal education.

There is our problem, and it is a real one. We must rethink our program and somehow devise a scheme which will give our students a common background and a common language. Thoughtful people are giving much attention to this question, and a number of suggestions have been made. One point is clear; we cannot go back to the classical education to which I have just referred, however lovely that ideal may look. As an integrating system in men's thinking, it would be sheer antiquarianism to try to superimpose it on our modern educational problems. Its comprehensiveness was possible in large part because of the narrow limits which obtained in the geography of the mind. It would be a tragic betrayal of all that we have since learned of natural law and human law to return to that system. What we need today is not less knowledge but more knowledge. Does more knowledge inevitably mean more specialization? Or is there some way of combining the power of a disciplined intelligence with an understanding of the meaning of modern life?

The answer given to this question in the 19th century when the classical theory began to decline was what I have already referred to as the bargain-counter theory of education. Let the student select among the many subjects offered by the modern university those which appeal to his imagination or pique his curiosity or

offer themselves as having a utilitarian advantage for the business of earning a living. He will take chemistry because his father is a druggist, and he expects one day to inherit the family business. The romantic poets excite him because he has just fallen in love. Economics will be avoided as dull, but a course or two in sociology sounds intriguing from the catalogue statement. Mathematics may be taken for sheer love of the subject. French will be included because there is still lingering a language requirement; medieval history because of the reputation of the professor; 19th century French Painters because it is alleged to be a snap, and so it goes. This, as we are beginning to realize, is not education at all, but intellectual indigestion. It neither disciplines the mind nor gives it breadth of understanding.

Another expedient is the introduction of survey or orientation courses. Let the student take early in his college or university career a certain number of courses which cover in comprehensive fashion all that is known of the world and of man. He will thus get some understanding of what it is all about, and he will derive the indirect benefit of discovering what areas particularly interest him. The ideal is fine; the realization is, so far as I can see, impossible. Such courses cover too much. They become too thin. They are a kind of bread-and-water diet, which is insufficient to sustain a real interest in or understanding of the intellectual life. While their ideal is beyond reproach, they are departing one by one from our college and university curricula as noble but unsuccessful experiments.

A third method of dealing with this problem is implied in Professor Greene's report. He divides, you will remember, the liberal arts into five divisions—mathematics, the natural sciences, the social sciences, the humanities and the two synthetic subjects, history and philosophy. He would have a liberal education contain some study of each division. "No education," he quite truly observes, "is genuinely liberal which is restricted to only one region of human experience" (p. 40). In his chapter on "The Content of a Liberal Education" he points out with effective emphasis the importance of each one of these disciplines for a liberal mind. How can a mind be truly educated which knows nothing of the literature and art of western culture or which has no understanding of any branch of science or the scientific

method, or, again, which is completely ignorant of the social, economic and political theories and principles which underlie our system of government and our way of life, or which has made no attempt either systematically through philosophy or chronologically through history to see the panorama of human life in its perspective. I suspect that there is no one here who will disagree with this. How is it to be realized, however? I fear that the tendency to prescribe a certain amount of work in each division will lead to the sacrifice of intellectual efficiency for the sake of comprehensiveness. We must keep in mind both poles of liberal education, and we have already seen that the factor of discipline can best be achieved by considerable concentration in a single field or on a set of closely related subjects where the beginning of intelligent analysis and penetrating understanding can be developed.

One modification in our present program, however, would greatly help if we are to follow this suggestion. Faculty members have a natural concern for their own subject, and, for quite human reasons, they tend to be primarily interested in those students who plan to major in their fields. Most courses at present fall into one of two groups. They are either introductions to advanced work or they constitute the advanced work itself. There is, as a rule, slender opportunity for the English major to take a course in natural science designed for non-science majors. He must, if he wishes to see what science is about by first-hand contact with it, take Inorganic Chemistry or Elementary Physics or Biology I—all courses designed to introduce the prospective chemistry, physics or biology major to the subject which he is later going to pursue exhaustively. To a less extent the same is true of the science major who wants to take a course in economics or in English. It would be of great advantage if we could include in our curricula, not soft and easy courses for the student from another field, but courses the content of which would be determined by the desire to give a reasonably comprehensive understanding of the subject to students who do not intend to pursue the matter further. It is clear, I believe, that what the prospective chemist ought to learn in his first year of chemistry should be quite different from what the English or economics majors would profit by knowing in a year of chemistry. At present the



English and economics majors must learn much, if they learn anything, which is irrelevant to their concern. Since for the most part they realize this, they shun chemistry and physics altogether.

There is another way, however, of arriving at the desired result. It should be possible to combine the element of comprehensiveness with that of discipline if we approach the subject matter of each course in a liberal spirit. At the University of Oxford there is an Honors School of English Language and Literature. The Oxford undergraduate who elects this subject spends two and a half of his three years in what looks like a very specialized discipline. To understand English literature, however, one must know English history. Since Plato had a profound influence upon English literature, one must know something about Plato, and that means about philosophy. The structure of English political life shines through English literature in such a way that an understanding of the latter is not fully intelligible without some knowledge of the former. What looks like a specialized discipline turns out in fact to be a broad and liberal training. What I am suggesting is that this principle could and should be carried through our educational program. It is easy to give illustrations of this. Take, for example, a course in American history or perhaps better in American culture. Let history be its framework. We all know that the development of this country is to a considerable extent an economic story. We also know that the problems and the thinking which led to the framing of our Constitution cannot be fully understood without acquaintance with the political philosophy, the rationalism and the deism of the 18th century. Religion has played an important role in molding American institutions. Science and technology, literature and fine arts have their part, and so it goes. Such a course would be a liberal education in itself. It may not be possible to realize in all details, but it suggests a pattern for the expansion and liberalization of almost every course now given. A half a dozen such courses would lead the serious thinker outward along connecting threads from a central core to a more comprehensive picture of our society. They would avoid the incoherence of a bargain-counter system since the student would be committed to the study of relevant phenomena. They would avoid the narrowness of too great specialization. They would be at least a step in the

direction of educating minds with a common background and capable of talking in a common language.

The reform would have to begin at home—that is, with the faculty. There is little hope of producing liberally educated students if their instructors do not know in terms of their own inner experience the meaning of a liberal mind. All too often we who teach create a reflection of our own narrow and specialized interests in our students. It will take courage and energy and tolerance for any group to devise such courses as I am proposing. They will in many cases be the result of much self-education on the part of the educators. No mechanical mixture will suffice. The economist must understand history; the historian, economics; and both must have acquaintance with theology and philosophy. It can be done, and something like it must be done if we are to have a liberal education.

There are obvious limits to the usefulness of this suggestion. It can be applied more successfully in some fields than in others. It would perhaps be least successful in the field of natural science, and, with all respect to the natural scientists, this field constitutes the greatest problem. Its problematic character is a direct result of its many virtues. We have more knowledge, and more exact knowledge in the natural sciences than in any other area. The scientists have been the greatest specialists, and, though it is a hard saying, there is probably no other group quite so narrow in its interests. I do not want to minimize those interests or their importance, but I think it is time we realized that a man does not cease being both a human being and a citizen because he is a scientist. He cannot avoid facing problems which lie outside the confines of his scientific interest or, if he does, it is a dangerous retreat into an ivory tower of scientific isolation. The position of the scientist is more difficult in this respect than that of almost any other scholar. Let us agree that it is important for the student in the humanities and in the social sciences to know something about natural science. That is a great cultural area which has perhaps the greatest prestige of any field today and which as a consequence no one can ignore and be liberally educated. But just because the fields of natural science have been so successfully developed, a thorough understanding of the pioneer work in biochemistry or subatomic physics is beyond the reach of all but

specialists. What the non-scientific student needs to know is the main outline and method and spirit of the scientific inquiry. The scientist, however, as a human being, needs to know more about the humanities than he can get in a one-semester course, and as a citizen he must have more knowledge of the social sciences than another course would furnish. He needs a longer cultivation of these subjects to fulfill his function as a person and as a member of society. The humanist does not need to be a scientist, although he will be deficient if he knows nothing of science. The scientist must be something more than just a researcher, as the present plight of our world so sadly shows.

This means, I think, that any attempt to develop for the liberally educated person a common universe of discourse must demand more of the natural scientist than it does of the student of society. This seems to me inevitable for the simple reason, as Professor Greene reiterates in his report, that it is in the field of the humanities that we explore the realms of value and the human spirit and in the social sciences that we investigate the past, the present and the future possibilities for the realization of the good life. This is why it is so important to emphasize these disciplines. I recognize the danger of taking an hysterical and short run view of education in times of crisis like the present, and I should like to make it perfectly clear that I am not advocating less emphasis on science or minimizing its significance for the material well-being of the future. What I am insisting upon is the importance of emphasizing the social sciences and the humanities more. Our system is out of balance, and if we would restore it to equilibrium, we must give more attention to the social and the human problems which we face. A crisis like the present makes more vivid the dangers in this lack of balance. Perhaps for that reason there is some good to be derived from the tragic condition of the world. If we are really forced to face our educational problem, and if we survive with the opportunity to mend our ways, we may be able to revamp our program sufficiently to produce liberally educated men and women.

## THE UNBROKEN THREAD OF EDUCATION

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**W**HEN Alley Oop and other great men of prehistoric times sat around their campfires and discussed the universe, they were uninhibited by Aristotelian logic, and completely free from the requirements of the liberal arts curriculum. Yet they probably possessed as complete a cultural integration as mankind has ever known. As man advanced into the historic ages, he piled up knowledge by the inductive method of experience—difficult but enduring. Then came Aristotle, who decided that man's learning had reached the stage where it could be codified, reduced to categories and laws and established upon logic. From his laws all future knowledge was to be deduced, via the syllogism. The pall of Aristotle lay upon education sixteen hundred years later when Thomas Aquinas perfected an integration of the Christian theology with Aristotle's logic, and it was in this atmosphere that the original liberal arts, the trivium and quadrivium, were born.

Their sway was not broken until the new science of the nineteenth century reasserted the value of the inductive method, the experimental method, the insistence that nothing was to be assumed as true until thousands of cases had been examined and served to establish the reasonable probability. Under this aegis the natural sciences and later the social sciences forced their way into the curriculum, broke up the established disciplines, and introduced the free elective system as the inductive, scientific, experimental mode of education.

Now, in the excellent report of Professor Greene's committee of the American Council of Learned Societies, the wheel has turned full circle, and we are back at the point where Aristotle came in. By means of the inductive method, American democracy has learned much about the nature of the "good life," making a good living and living in a good society. The time has now come, the committee feels, to set up some major premises from which we can draw conclusions deductively, and upon which we can construct a curriculum which has a rationale beyond the purely experimental. This is a step which all educators should welcome,

for we would like to feel that we are teaching our students something the value of which is clearly established and universally accepted. Insofar as the committee's report has furnished us with this proof, it is immensely valuable and should become the handbook for faculties and administrators everywhere.

In the process of housecleaning, however, I am glad to see that the committee has not thrown out entirely the contributions which scientific experimentation has made to educational theory. Three notable shifts have taken place in the last century which must not be neglected in the new education: (1) the shift from the body of learning to the student as the centre of the educational process; (2) the shift from the categorical curriculum to the psychological method of teaching; and (3) the shift in objective from training of leaders to training for membership in a democratic society. The patent values of these changes in emphasis must not be lost in our search for a new certainty; we must integrate both, reconcile their contradictions, to produce a workable program. The Progressive Education Association and other national educational bodies have fought too long to secure these changes to accept a curriculum which does not recognize and incorporate them.

We are therefore happy to note that, throughout the report, there is insistence upon the recognition of individual differences in all seven levels of schooling, from the elementary grades through high school, junior college, the four-year college and the teachers colleges, on through the graduate schools of arts and sciences and the professional schools. No longer are we to have the *laissez-faire* attitude of the free elective system or the rigid prescriptions of the past century, but enlightened guidance by competent advisers with authority and ample information on the student's aptitudes and motivating desires. Only in this way can a "tailor-made" curriculum be furnished to each student, and the road be opened for each individual to reach the top level of his capabilities.

Students, if left to their own devisings, will, in the large majority seek the easy and pleasant courses. They will avoid the tools wisely insisted upon by the committee, mathematics and languages, and seek the social sciences and appreciation courses which are not so demanding on memory and clear thought. I was amused recently at the dismay of several of our students majoring



in economics when a requirement in mathematics was added to the program. I fear that much of the recent swing away from French and German to Spanish is not due to a greater interest in Latin America, but to a hope in the minds of the students that Spanish is an easier language.

The individualization of program will necessitate either a wide variety of courses from which to choose, or an individualized method of instruction. This might lead to a very expensive and confusing multiplicity of offerings if the report did not likewise insist upon the retention of a "core curriculum" throughout the seven stages, to provide for a common educational experience among the members of our democracy. This common core in every program should bring better understanding among men and therefore a better society. The old classical curriculum provided such a basis of understanding among educated men of the eighteenth and nineteenth centuries.

That this core may become an unbroken thread running through the educational process from the kindergarten through the professional school, it is highly essential that the continuity of education be stressed, the transitions from one unit to the next be smoothed over, and the accomplishments of each of the other units be clearly understood by all who are administering or teaching in one. Like the moving belt technique for assembling motor cars, each year of education must add its distinctive part to the growing personality, and must find something already there to which its gadget may be riveted. The constant complaint which I hear among college teachers is that the students who come to them have apparently learned nothing whatever in high school, unless they have taken mathematics and foreign languages; in those two tool subjects the colleges are willing to grant advanced standing for work already done in high school, but in practically nothing else. The college history teacher, biologist, physicist, chemist, economist, political scientist and sociologist teaches his course as if he were beginning from absolute zero, though many of his students may have had a year or more of that particular subject in secondary school. And the English teacher usually groans that he must start all over, teaching even spelling, grammar and punctuation, which he thought were learned in elementary school. Where can we locate the fault in this picture? Is



the college expecting too much of the high school? Is the high school spending too little time on preparation for the next level? In any case, the lack of co-operation between the two is clear. Let us examine the interrelations of the various levels, to see where greater correlation is possible.

In the early stage, in elementary school, the major danger seems to be that of miseducation, the establishment of bad habits in reading, writing and arithmetic which later training cannot eradicate. Certainly we should teach to children what children can learn more easily than adults, and the core curriculum should absorb almost all the program. Recognition of individual differences on this level should consist primarily of varying the speed of advancement, but not of "skipping" grades, as has often been the practice. One of my friends says jokingly, whenever some question arises upon which he must plead ignorance, that this question must have been one of those settled in the fourth grade, which he skipped; there may be more than a grain of truth in such a statement for some pupils.

The junior high school has served as the transition ground from elementary to secondary education, and the adjustments have been rather carefully handled in our better systems. But the four-year high school is still the predominant norm, and our picture can perhaps best be drawn with this type in mind. With the tremendous increase in high school enrolment has come the concept of the high school as the "poor man's college," in which he must get his training for his vocation as well as for the good life. In advocating that the college preparatory course, with emphasis upon mathematics and foreign languages, is the best program for the vast majority in high school, even for those definitely not planning on college, the committee is certainly rowing against the current of contemporary thought among high school administrators. The average high school feels that its first responsibility is to the sixty or eighty per cent who are not going to college, and that their program should have immediately visible applications to the life after high school—therefore we find a natural emphasis upon social studies, general science, socialized English, music, recreational reading and vocational training—all directed not much farther than the ends of their noses. The student who wants to prepare for college must fend for himself, for many of

our high schools now offer only two years of mathematics and two years of language and those seem on the way out.

In this tendency the high schools have been encouraged by the shifting admission requirements of the colleges. All except a few Eastern institutions are eliminating the specific requirements in languages and mathematics, because the colleges want students, and the students don't want disciplines. Some of our best Middle-Western colleges have stated that they will accept any student who ranks in the upper half of his graduating class, regardless of the curriculum he may have followed in high school—perhaps it was stenography and woodwork. In place of the subject-matter requirements for admission, the colleges are now substituting batteries of aptitude tests. Here is one field, at least, in which high schools and colleges are co-operating. In Illinois the colleges and high schools are now engaged in establishing a state-wide testing program for high school students at the end of their junior year. The colleges are willing to bear the major share of the expense because they want some line on the students who deserve encouragement at least a year before they enter college. The high schools are accepting the service, but with the clear understanding that nothing whatever in the tests or in their interpretation shall be used to imply what the high schools should be teaching—there can be no tests of content. If, however, the secondary and college administrators can reach agreement upon such objectives as this committee report recommends, difficulties of content could be easily eliminated.

The transition from high school to college is perhaps the most difficult adjustment in the student's life, for this represents the change from adolescence to maturity, and is aggravated by the fact that many students go away from home for the first time, many try to earn their living as they go, and almost all find the methods of instruction and study completely different and bewildering. Colleges are often cruel in their indifference to the growing pains of boys and girls in their teens, and in their insistence that students must meet problems and make decisions in an adult fashion from the day they enroll. Perhaps more truly valuable for the average freshman than expensive scientific equipment or brilliant lecturers or palatial dormitories and fraternity houses would be a close association with an adviser who under-

stands the difficulties of this transition and knows how to smooth them over. "Freshman weeks" won't do the trick, nor will an advisory system which exists primarily on paper and is merely an administrative convenience for registering students in the proper classes. Here is a great new field now open to the talents.

The majority of students entering college have been running along a fairly well marked main highway until they enter college. Here they discover a vast network of streets and boulevards stretching attractively before them, in which they may wander for four years. How can we provide them with a street-chart or directory? Is the catalog enough, or is it not better to conduct the student on a sightseeing-tour of the curriculum with opportunities to see how the departments work, who the personalities are, and whither they all are heading? Such orientation courses or survey courses on the level of general education are held up as suspect by the committee because "Depth is so completely sacrificed to breadth that the student cannot hope to achieve any genuine understanding of the questions at issue, or to escape bewilderment, growing distaste and finally utter boredom. The task of the liberal educator must be to steer between the Scylla of myopic specialization and the Charybdis of astigmatic superficiality." (p. 77)

In the attempt to do just this Odysseyan feat of seamanship, the faculty with which I am associated has worked out a program which has, I believe, more than local significance, and may be a suggestion others would like to use. We felt exactly as the report states, and long avoided the survey course as treating superficially materials which were treated thoroughly in the regular courses of the college. How could we find a course for freshmen which would orient them to the college curriculum, introduce them to the faculty and at the same time be sufficiently concentrated in area so that it could have depth, and sufficiently different from the other materials in college courses so that it could preserve originality and freshness? Seeking a solution, we turned to our psychology. What the student needs is to go from the known to the unknown, from the near at hand to the distant, from the present into the past and future. What do our students know which is contemporary and contiguous? The answer almost leaped into our faces—their immediate environment. For ninety per cent

of our students in a Middle-Western college this meant the Middle West. Here was an area of eight states, large enough for valuable study but small enough to be thoroughly examined; here was a subject not treated in the usual college courses, and therefore vivid and fresh. The faculty grasped it with a will, and the past two years have proved to us that here is a motivated orientation course which really works.

The thoroughness with which it introduces our students to the curriculum can be seen in a brief review. After two introductory lectures telling what the course hopes to do and defining the basic concepts of regionalism, the geologist begins the formal instruction by showing our location on this planet and how the forces of geologic change from Archaeozoic time through the last glacial period have formed these prairies, cut these rivers, dredged these Great Lakes, deposited enormous beds of iron ore, coal and oil, and left a glacial till which has weathered into the world's richest soil. On the silver beaded screen he shows them pictures of spots which are familiar to many of them, and fills them with a new meaning. They learn to read maps and identify fossils. Then the biologist takes over and tells how life came into this upper Mississippi valley, when and where the buffalo have been the dominant fauna, why the forests of Ohio and Michigan give way to the tall grasses of Illinois and the short grasses of the Great Plains, why this is the Corn Belt and a hundred other facts and theories about their environment which young people have always wanted to know. They read, but not the usual biology texts—Donald Culross Peattie's *Prairie Grove* and Paul Sears' *Deserts on the March*, delightful as well as illuminating works. On the course moves, with the historian tying our French and Indian War into the political manipulations of Europe, our Civil War into the conflict of Yankee and Hoosier in the Illinois of the Lincoln-Douglas debates, one of which took place right on our campus—the student can go straight from the lecture to stand on the step where Lincoln stood. Against this background the political scientist can trace the growth of municipal, county and state governmental practices, and the sociologist sketches urban versus rural problems, the race question and crime—the last two especially as seen in Chicago. The economist tells how the Midwest markets its products, finances its business deals and reacts to eco-

conomic legislation. Paralleling the educator's tale of the growth of public schools, denominational colleges and state universities is the story of the professor of comparative religion about Jansenists, Mormons and the frontier campmeetings. Household architecture, the development of the skyscraper and the beginnings of a Midwest school of painting are among the topics in the art lectures. Music from the lumberjack ballads to the Chicago Symphony Orchestra, and the literature of Clemens, Eggleston, Garland, Cather, Rovaag, Anderson, Lewis, Masters, Sandburg and Farrell complete the study of the expression of the region.

As you can see, the variety of topics treated is enormous, but through them all runs the one thread of the local scene. A term paper based on personal observations and research of a local problem has made some of these young people authorities on the geology or history or architecture of their home towns; what better training for future citizens of Illinois or Missouri? Twelve different lecturers occupy the platform, but the same instructor handles the small discussion-quiz groups throughout the year. From personal experience as an instructor I can assure you that teaching such a course is a stimulating experience in self-education. Nothing in years has given to the faculty such a sense of unity in purpose.

I am not sure that such a course would solve the orientation problem of every college, or of very many of them, but I do know it has been a great step toward the solution of ours. Regionalism is not provincialism; it provides a motivation for expanding our interests into the rest of America and abroad. America has well defined regions with cultural, geographical and economic unity; the Federal government has recognized this fact in its regional planning. I can see how colleges could become foci of interest for their regions, whether it be Stanford for the Far West, Colorado College for the Mountain States, Baylor for the Southwest, Vanderbilt for the South, Lafayette for the Middle Atlantic States or Bowdoin for New England. And I feel that this might be as helpful to the region through providing enlightened leadership as to the college in orienting freshmen.

At the other end of our four-year city of streets and boulevards, it is essential that we guide the student out of town onto the highways which lead to his life's goal. Just as we have oriented at



the beginning, we must integrate at the end. The major subject provides one sort of integration, but a historico-philosophic course in the senior year, such as is suggested in the report (p. 72), would provide a synthesis of the sciences with the social studies and humanities such as furnishes the life-view we want every graduate to possess. The chief opposition to this suggestion, I prophesy, will come from the heads of the major departments, who feel that during the senior year they should have practically the entire time of the student for honors work or intensive study in his specialty. So many Ph.D's are without understanding of values outside their own bailiwick that it is hard to persuade them of the value of such understanding among candidates for the A.B.

The continually heard complaint from the teachers of liberal arts that vocations are crowding culture to the wall cannot arouse much sympathy if the teachers do nothing about it but wail. The liberal arts college has always been a vocational school—first for ministers and other professional men, then especially for teachers and today for teachers, business men, scientists, army officers, housewives, authors and others. I can think of no more vocational course in the world today than a major in Latin, the stronghold of the old liberal program. Why? Because in nine cases out of ten, majors in Latin are planning to teach Latin. Every young man and woman of today who is worthy of a college education has a natural desire to find a suitable life's work. Where could he seek more effectively than in the wide choices of the liberal arts? Our psychology has taught us that the greatest force we can utilize in education is internal motivation—and where can we find it, if not in a vocation? I sometimes feel that our college curricula are constructed in reverse; they should more logically begin with the subject of intense specialization, and then, as the student discovers what he must know to master this narrow area, to hang all the broader fields of knowledge on these pegs. There are none of the liberal arts which refuse to be put in the form of problem-solving, and if the problems are vocational, so much the better. This year I am teaching a course in the English department under the title of "Biography." We have read Plutarch, Boswell, Strachey and others of the great literary biographers; we have discussed the techniques of biography, the



"Psychographs" of Bradford and the interviews of Ludwig; but when we come to the term papers, what do my students study and report upon?—figures in their own vocational fields. A would-be social worker studies the autobiographies of immigrants; a pre-medic reads DeKruif and Osler; a boy training for the ministry studies the biographies of Christ by Papini, Renan, Case and others. Instead of fighting to get a minimum of work done, I can use the vocational urge to start reading with a purpose which may continue long after the course is over. Knox College has produced a list of alumni distinguished in journalism which would make many large schools of journalism turn green with envy—and all without a department of journalism—usually without a single course so named.

When we come to the junior colleges and the teachers' colleges, we realize the tragedy of duplication in the American educational system. The report asks why we find "mutual distrust, misunderstanding, rivalry and often open hostility" (p. 93) between colleges. The answer lies in Dr. Keppel's recent report of the Carnegie Corporation for 1940—the falling birth rates, the falling interest rates and the decreasing share of the taxes which education can expect in competition with armament, old age pensions and unemployment insurance all unite to bring fear into the hearts of administrators of both public and private institutions that their particular wheel may turn out to be a fifth one and dropped. Four-year colleges which have drawn many students from a nearby metropolis naturally look with disfavor upon the establishment of a junior college there to give a "cheaper education." They ask, and I feel rightfully, why a survey of the student supply of the state and the educational training opportunities therein should not be made, and then a right distribution of responsibilities be provided. In many communities, would it not be less expensive and more efficient to use city funds to provide scholarships for local students to attend colleges in the state, than to erect junior college buildings and employ faculties? Although the four-year college can well admit the function of the junior college as a terminal institution providing semi-professional training and a moderate preparation for citizenship, how can it be expected to welcome its intrusion into the first two years of liberal arts training. If this committee report means anything, it means

that the four years of cultural integration must be a unit, and cannot be broken into two years of general education and two years of specialization.

For much the same reason the four-year college feels that the swing of the teachers' colleges toward liberal arts is suspect. They suspect that it is due, not so much to conviction that all teachers need the liberal cultural integration, but rather to a realization that with smaller enrolments in elementary and high schools, there will be lessened demand for teachers. Many teachers' colleges now wish to drop the "teachers" from their title, and become little state universities sapping the strength of the original institution. Why must we always struggle for size? At times it seems that the sanest solution to the whole problem would be a reformulation of the whole balance of enrolment in state universities, teachers' colleges, four-year colleges and junior colleges upon a figure twenty per cent lower than present records, not fifty per cent higher, as the expansionists insist. The days of expansion are over, and if we are to live together in harmony, let us learn to curb our numerical ambitions; let us learn the values of quality rather than quantity. If the teachers' colleges could be given an absolute monopoly of the training of elementary school teachers, and if they could provide a fifth year of methods and practice teaching for high school teachers who must receive their subject-matter training in the four-year college, I believe their future would be secure, and the sympathetic co-operation from the liberal arts colleges would be forthcoming. New York state is moving in this direction; other states may follow.

The graduate schools of arts and sciences and the professional schools are at the point of the pyramid of education, and therefore their programs are logically narrower—surgeons and lawyers are too definitely judged by their efficiency as surgeons and lawyers to reduce their time spent in specialization. The colleges must provide the cultural integration which will continue during the professional years, fuse with the technical skills and provide a physician who is a cultural light in his community. I sympathize with the committee's desire that vocational training be begun as late as possible (p. 87) and I admire their optimism about professional schools lessening their technical entrance requirements (p. 89) but the colleges are still faced by unenlight-

ened committees on admission in most medical schools, who, when given a choice between two men of equal ability, will pick the man with advanced courses in chemistry and zoology rather than one with majors in history and philosophy. And nothing hurts a college more in the eyes of its graduates and friends than to have a candidate refused by a professional school on the ground of "inadequate preparation."

In the case of prospective college teachers in the graduate schools, the recommendations of the committee seem more likely to succeed (p. 91). Some graduate faculties are now offering two types of doctorates—one for technicians, the other for teachers—though the teaching doctorate will have to win its spurs among administrators employing faculty, who have a lurking suspicion that graduate schools may grant it to students who can't "make the grade" for the other degree. I can see more hope in the choice of theses which emphasize integration. My own doctoral thesis subject was "The Immigrant Autobiography as a Document of Cultural Assimilation," for which I received my degree from the department of English! I heard the other day of another English department thesis on "The History of the Philosophy of History"—there is hope in that. Perhaps the college presidents can do something for the cause, by looking much more carefully into the cultural backgrounds of candidates for teaching positions on their faculties. How many of you look through the undergraduate courses and records, or find out whether your astronomer plays the violin or your philosopher teachers Sunday school?

I return at last to the basic assumption of the report, that the classroom is only one of the agencies influencing the preservation of democracy in America—home, church, community, radio and movies are also at work or asleep. The colleges must use these other forces in the fight. There must be a genuine democratic atmosphere on our campuses, to give the students a sense of citizenship in the college community rather than of serfdom under a faculty tyranny. The calendar of campus activities must stress the cultural—dramatics, debate, chorus, orchestra. Often a chapel speaker may open up new vistas of orientation to students who missed them in class. Visiting lecturers who remain on the campus for several weeks providing cultural opportunities without necessarily granting credits toward graduation may give the

scientist his taste for art or letters. Concert series can be planned to please more than a few connoisseurs, to bring new richness into the lives of freshmen. And, although I agree with the committee that religion as taught in the classroom should not be evangelism, we cannot afford to divorce education from the task of our neighboring churches, for they too are working day and night to establish the sacredness of the individual, the prevalence of reason over force and the abundant life. If the influence of religion in our democracy begins to disappear, we may look for the blackout of liberal education.

In 1938, at a great assembly of German youth, Adolf Hitler said that German youth would never be free, but they are happy. I do not believe this will ever be said of American youth. Three hundred years of freedom in our schools have made our concepts of the happy life coincide with our picture of democracy. Education which is not built for democrats cannot be sold to the American citizens of tomorrow.

## TEACHING AND RESEARCH

LOUIS B. WRIGHT

HENRY E. HUNTINGTON LIBRARY AND ART GALLERY

NEXT to the budget, the problem that has caused greatest perplexity to administrations of colleges and universities has been the question of effectiveness in teaching. Committees sit in solemn inquest trying to figure out some way to make learning more palatable, students more receptive and teachers more efficient. Every year some university or college president (usually one of the younger members of the guild) discovers the secret, and for a season we read in *Harper's* or the *Atlantic* about President Blank's new formula for instructing college youths. For the past 500 years, to my certain knowledge, administrators have complained about the ineffectiveness of teachers, and teachers have retorted that their work was neither understood nor appreciated by the heads of their colleges. Some truth, it is clear, has been on both sides. The fact is that no magic formula will ever be devised to make learning easy and accessible to all students, and that no technique, no method of approach and no fancy curriculum will succeed if the interpreters of a body of knowledge are not men of learning themselves.

After more than twenty years of systematic observation of colleges and universities, I am convinced that administrators would do themselves and their institutions a service if they more fully appreciated the value of a learned faculty. If that sounds like a platitude, let me say frankly that I do not believe that learning and the competence that comes from the mastery of a field of knowledge have had adequate recognition in many institutions. And that is one reason why our colleges have fallen into low esteem in popular thinking. We have emphasized everything else except learning; and in forgetting that one essential, we have forfeited public respect. In some quarters, it has become unfashionable to appear learned. As certain ministers of the gospel, trying to be hail-fellows-well-met with the men of the market place, have lost the very respect they sought, so college leaders and faculty members, seeking to avoid the taint of pedantry, have convinced the lay public, as well as their students, that they are

merely well-meaning ineffectuals. We have had too much *ersatz* in higher education, and we should not sit in judgment on the nonsense of the secondary schools until we pluck the beam out of our own eye. No substitute, such as the dramatization of a colorful personality, will take the place of learning if the college professor expects to give his students something more than entertainment.

The qualities required to make a good teacher are various, but no teacher can be very good if he is either ignorant of his subject or allows himself to grow stale. The faculty member who settles down, complacent in his Ph.D., is courting disaster. Despite the best of intentions, he gets out of the habit of study, and in a few years he is both stale and uninformed; and, ironically, his teaching, which has become his excuse and his refuge, is too often mediocre. If research had no other value, its service in keeping professors alive and interested in their fields of knowledge would amply justify it.

The professor who says he is not interested in teaching but merely wants to do research has no business accepting a teaching job. I realize that there are some so-called research men who say this. And I believe they are little better than frauds if they deliberately neglect their teaching for other activities. But by the same token, the professor who boasts that he is not interested in investigation, that he puts all his energy into teaching, is suspect. I know there are notable exceptions—men who have been wise and influential teachers without seeming to do anything except teach—but for every one of these there are dozens who rationalize indolence by claiming to be wrapped up in their teaching.

During the past ten years, it has been one of my duties to examine hundreds of applications for research fellowships. Frequently letters in support of some candidate state that he does not have the personality to make a teacher, but he undoubtedly is an able research man. We have investigated all of these cases, and in not a single instance have we discovered a really first-class research man who had failed as a teacher. I am not saying that a teaching failure might not prove to be a brilliant scholar. I am saying that there is a significant correlation between the capacity to teach and the capacity to make contributions to knowledge.



Suppose we reverse the proposition. Does it follow that the capacity to do able research is in some way related to the capacity to teach well? I think it does. For years I have been making an unofficial and private survey of college and university teaching to see whether the men active in research were good or bad teachers. From all the evidence I can gather, the best teachers are those who are actively engaged in the pursuit of truth, not those who simply report what has already been found. Education, as we all recognize, is an active process. When a professor quits trying to learn truth for himself and becomes merely the purveyor of second-hand knowledge, his own education ceases, and his usefulness as a teacher at that point begins to decline.

Administrators, I am afraid, sometimes confuse a teacher's popularity with his real capacity. In this, administrators are more often fooled than the students. Many a teacher who has substituted some factitious appeal for scholarship has huge classes and manages to dramatize his personality, entertain his audiences and gain favor with a multitude of students who simply want to wander in green pastures while waiting for a degree. But even these students have little genuine respect for such a teacher; and when they have been out of college ten years, they will look back to the learned men who made them work rather than to the dramatic inspirationalists.

Please do not misunderstand me. Not for a minute would I discount the value of the truly inspired teacher, the teacher with the art and genius that enables him to make vivid the subject that he teaches. But it is my observation that honest inspiration has its source in knowledge and in the enthusiasm that comes from discovery. The teacher who is a discoverer of truth, whether in the library or the laboratory, will be able to transmit to his students some of his own enthusiasm. Teaching then becomes part of an adventure in which both professor and student share.

A tragic fallacy that has crystallized into dogma in some colleges is the belief that there is a distinction between the college teacher and the university teacher. Let me illustrate. A certain college—let us call it Alpha College—has taken the view that college teachers should concern themselves primarily with teaching and that research is a function reserved to university teachers. Younger men who have joined that faculty, fresh from universi-

ties, have received no encouragement to pursue research. Instead, they have been told that they should devote their time to their students. In theory, this faculty is devotedly turning its whole energy into the worthy purpose of teaching. Actually, the morale of the faculty is low; a real philosophy of education is practically non-existent; and the students speak with scorn of the indolence of many of the staff. When an investigator from one of the great foundations appeared on that campus incognito and talked with the students he was told, and I am quoting directly: "The trouble with too many of our professors is that they haven't done any work since they got their Phi Beta Kappa keys." This investigator, a man himself profoundly interested in good teaching, said in his report that he could discover on that campus no evidence of official encouragement or recognition of research, and although the better professors were engaged in useful investigations, they were dispirited and discouraged. In that sort of atmosphere we cannot expect inspired teaching, and it is no wonder that students soon come to have a contempt for the indolent faculty members. And that is a college that has boasted of its emphasis upon teaching as opposed to research.

The fact is that there is no opposition between teaching and research. Indeed, they are useful counterparts and complements of each other. Of course a heavy schedule of teaching may limit one's opportunity for investigation, but the faculty member really imbued with a zeal for knowledge and truth will find time for investigation under the most unfavorable circumstances.

Perhaps if we had a little broader definition of research and a clearer perception of its nature, we would better understand its value to both the individual and his institution. We all know of a few individuals who scurry around for a few weeks before one of the annual conventions and put together papers to be read, and later published in the proceedings. That passes for research, but it does not deserve respect. Honest research is the diligent investigation of some field of knowledge in an effort to arrive at new information or fresh interpretation. It may take one into library, laboratory or field, depending on the discipline and body of knowledge that one pursues. Its results may be abstract or practical, but whatever the end-product may be, the investigator is primarily concerned with the discovery and demonstration of the

truth. This constant search into the background of one's field of interest prevents mental stagnation and adds to one's teaching resources. The purely inspirational teacher, the man who never goes to the springs of knowledge, presently runs dry. He may whip up his zeal by reading new secondary books, but soon the most callow students can see through his devices. When he has exhausted his original capital, he has nothing to fall back upon.

The publication of learned books and articles by a faculty is an incidental value. The more fundamental value is the influence that the search after the material for those books and articles had upon the men themselves. That influence will be reflected in their teaching. Intelligent students quickly recognize the difference between profound knowledge and superficial glitter, and their respect for the college is determined by their respect for the learning of its faculty.

Opponents of research have occasionally pointed out its abuse. University administrations sometimes have been charged with over-emphasizing publication, and promotions in some institutions are said to depend on the length of a faculty member's annual bibliography. Any such mechanical measure of the intellectual pursuits of a faculty certainly constitutes an abuse, but we must not go to the other extreme and say that publication does not need to be encouraged. The publication of a book or an article is likely to prove a tonic to the author, and it may of course have intrinsic value for the intellectual community as a whole. If it does, it brings prestige to the institution and establishes the reputation of the investigator. Furthermore, publication is a visible proof of the qualities of the research that produced it. If the professor who risks publication is merely a pretender to intellectual merit, the revelations of cold type will expose him. Pretense and charlatanry have no place in scholarship. The publication of the results of scholarly investigation of high quality needs to be encouraged, and it is of concern to the small college as well as to the large university.

The small college has suffered tremendous loss of prestige in recent years because it has surrendered fundamental values of scholarship and learning and substituted super-salesmanship. The professor has been told in so many words in certain institutions that he must sell his subject to the students. The psychol-

ogy of advertising has made deplorable inroads into academic thinking. We have forgotten that colleges are designed to educate leaders, that we ought to appeal to intelligent students, not to idlers who merely want the cachet of a bachelor's degree.

Sentimentality has also been responsible for some of our educational disasters. The college professor has been told that he must take a personal interest in his students, and we all agree that he should. But when administrators think that the professor is serving the best interest of the college by spending all his precious time entertaining students, letting them monopolize his office hours talking about irrelevancies, and being a hail-fellow with the boys and girls, they forget the true function of a college, which is to teach a body of organized disciplines. If these administrators could listen to the contemptuous opinions of the more intelligent students, they might be surprised. Intelligent students come to college and pay their tuition not for the privilege of telling Professor Smith about their love life and having a tea party with Professor Jones. They can make friends where they please, but they pay to receive honest instruction from competent scholars, or think they do. And when they feel that they are being gypped, when they feel that college is a house-party instead of an educational institution, respect turns to contempt. All the pretty speeches in chapel about the comradely spirit between faculty and students at Alpha College is simply so much hokum if the faculty neglects learning in the interest of social contacts with the students. As teachers, our vanity often gets the better of us. Students are not nearly so anxious for our comradeship as we think. Indeed, in our social contacts they are often bored beyond belief by us. That fact seems never to penetrate our thinking. If we ceased some of our sentimental twaddle about leading the student by the hand along the flowery paths of education, and supplied him with a little more learning, the prestige of our institutions would improve.

For those of us engaged in the business of education, one of the pleasantest occupations of an idle hour is to choose an absolutely ideal faculty. The pleasure of that exercise can only be surpassed by creating upon some distant planet the opposite, the worst college imaginable, and sending there all the academic frauds of one's acquaintance. I confess that I sometimes cure

my insomnia by imagining such institutions, both the good and the bad.

In my ideal faculty, I imagine every professor sincerely inspired by a desire to teach to the best of his ability. At the same time, he is fired by a great zeal to make himself master of some portion of his field of knowledge. The definition of what constitutes the research of these zealous faculty members must be broad. Research is not the mere accumulation of facts; research includes the use of those facts, the interpretation of significant data. The material of the philosopher is far removed from the material of the chemist, yet they both may be engaged in searching investigations, one in the realm of the mind and spirit, the other in the realm of physical matter. The professor of literature may choose the fields of literary history, or of criticism, or of actual creation, but in any case, he must be an investigator, a searcher after truth.

The important thing is that members of the ideal faculty that we are imagining will all be engaged in some vigorous intellectual activity that continually takes them to the fountainheads of learning. For them the educational process continues; they will grow in intellectual stature and their students and their associates will profit by association with them.

We must be careful not to circumscribe the *kind* of research that our professor must do. His own imagination, taste, interest and inclination should lead him to the task. But I think it is fair to demand of every faculty member that he engage in some consistent intellectual pursuit connected with his profession. The faculty member who will prove a liability is the one who merely does his daily stint of teaching.

Years ago I had a colleague who had arrived at the dignity of a Ph.D. and a group of courses that suited him. He wrote out a set of lectures and filed a carbon copy in his safe deposit box, announcing that he was going to concentrate upon his teaching and did not intend to have to rewrite his lectures. He never did, so far as I know. He did concentrate on teaching. He never let research or other intellectual activity encroach upon his chosen objective. And he became one of the dullest teachers that I have ever known. In my ideally bad university, he will be a department head. To me he typifies the intellectual dry rot that attacks the man who has no consistent program of study that takes him to fundamental sources.



The professor who is really alive will never let even the burden of a great load of teaching kill his spirit of investigation. I can think of many men, some of them within the sound of my voice, who have carried heavy schedules of teaching or administrative duties, and yet they have become scholars of distinction. They are famous in their own institutions as teachers, and they are known to the whole community of scholarship for their learning. Their students respect them, and they are popular, not because they spend valuable hours hobnobbing with the student body, but because they give their students what those students have a right to demand, the impact of a mind trained, flexible and informed.

Not every college has the means to lighten the teaching load, to make possible easy schedules so that professors can carry on more successfully programs of investigation. But no college is so small that it cannot give moral encouragement to the faculty member who displays the true spirit of scholarship. If administrators realized how much they could help by a friendly word or the show of some intelligent interest in, and respect for, the scholarly activities of their professors, they would vastly improve faculty morale. "If the president would only show that he even dimly realized the importance of what I am doing," a young man recently groaned to me, "I wouldn't mind so badly having my promotion postponed." This man, a competent teacher and a good scholar, had just received a national recognition of his work, but his president had taken no notice of it.

We need good teachers in our colleges. We should do everything possible to discover them and to keep them good as teachers. We should also remember that the fundamental duty of a college is to provide a learned faculty, not salesmen of popular subjects. If we encourage the continuance of the process of learning in our faculties, then the quality of teaching will improve. And by the same token, the prestige and influence of colleges will be restored.



## CONTEMPORARY DESIGN AND EDUCATION

WALTER BAERMANN

DIRECTOR, CALIFORNIA GRADUATE SCHOOL OF DESIGN

**I**N an article which appeared about three months ago, Edwin Bergstrom, former President of the American Institute of Architects, put his finger on the most serious problem in design education. He pointed out that the trend of our times is forcing the architect and designer, as we know him, out of practice. Government and state institutions, large private corporations, manufacturing and retail organizations look for professional advice from those who are prepared to face present day conditions realistically. The scope which the so-called architect and design profession encompasses today has entirely changed from years gone by and the young architects and designers coming from the average school are not prepared to face the world of today in a practical way. City planning, community planning, group planning, merchandising which is also planning, production planning—I could enumerate and go into great detail—are important phases of design but they are entirely dependent on the understanding of all the forces that motivate our contemporary life. Many hundreds of architects, designers and artists are out of work or occupied in fields for which they did not prepare themselves during their college years. Every year finds an enrolment of nearly four thousand students in schools of architecture alone throughout the country—four thousand students who, in the majority of cases, are faced with these problems I have mentioned. These problems are important not only from the point of view of design education but also education in general. I am grateful indeed that I can present to this gathering ideas which have been basic to this young institution and which are designed to meet this challenge.

I expect that many of you will consider the procedure we have been following rather unconventional, but upon closer examination, I am sure all of you will share my conviction that our modest but very sincere experiment has more than proven itself.

The School is devoted to the teaching of Industrial Design on an advanced professional level. Students adequately prepared

and talented are given the opportunity of studying the complex problems that face the industrial designer. They are guided to become thinkers and leaders in this new profession. We endeavor to develop with the students new methods of research in a field which demands a deep understanding. This field until very recently was not considered deserving of such attention.

The phrase "Industrial Design" is a slogan coined slightly more than fifteen years ago. It is rather confusing and portrays very inadequately the scope of activity which it supposedly describes. The term was chosen as a more compact expression for the phrase "Design for Industry" and in order to avoid the simple word "Design" which seemed to be afflicted, and for that matter still is, with so many associations and traditions related to popular and academic ideas about art.

I am not looking with scorn or prejudice at these associations and traditions and I intend to show during this short discourse how important they are, if properly focused and properly understood. But it seems to me that the entire problem of contemporary design education hinges on the fact that we have no really accurate name for our new so-called profession and that we are merely qualifying an existing conception with the adjective "Industrial." Pursuing this thought, it is important to examine both terms: "Design" and "Industrial." I shall not try to trace the etymological roots of these two words, for that seems unessential. The meaning they have acquired through use during centuries is the only important subject here.

First, *Design*.

Almost everyone associates this word with the familiar term "Art." Within the realm of art, the word "Design" implies: pattern, balance, symmetry, composition, visible linear rhythm, etc. In other words, *design is organization*. This is as it should be and this definition, I am sure, could be found centuries ago. The change then must lie elsewhere. Let us look at the word "Art." This word is used today in a three-fold way. Once it describes great skill and technical accomplishment; once it is a measurement for so-called cultural achievements, and last but not least, it describes in general those phases of human activity which contribute to the formal visual and intellectual enjoyment of our civilization. We speak freely of "Art for Art's sake."

*This, in my opinion, is not as it should be.* Therefore, it is important to note that the word "Design" is used in the great majority of instances and that Design is taught today in the majority of cases on the basis of the above meaning of art—a meaning which is removed from life and reality. I say advisedly that this is true in a *majority* of cases, for I know of many educational efforts of various character and intensity made to bring "Design" back into a clear relationship to our daily life. All these efforts are made, however, within the field of certain educational departments such as applied arts, architecture, design or fine arts. Consequently, we might say they are specialized efforts and in many cases doomed to failure as far as their actual effectiveness is concerned because they cannot be put on a broad enough basis under the various existing curricular systems and established traditional procedures.

In order to have sound education in design therefore, we must have first a redefinition of art and an educational program consistent with this possible redefinition. Art in its peak periods centuries ago was not "Art for Art's sake." Great art in historic civilizations was the result of unself-conscious efforts of excellent craftsmen. These makers of things knew their tools, knew their materials, they understood the consumers of their products because they dealt with them personally. They were their own advertisers and salesmen. They were not removed from the social conditions of their time; they were part of it. The life forces of their age became part of their tools. Design was the organizing force—art was the degree of excellence of the finished product, regardless of whether this product was a painting, a piece of sculpture, a temple, a cathedral, a garment, a chair or the wheel of a cart.

It would be interesting to show historically how this conception of art disappeared and to uncover not only the technological progress but also the religious and philosophical attitudes which have helped shift and slowly freeze art into an abstract, rigid and precious conception.

We must remember here that people in many parts of the world have no word for what we call "art" and would never understand what we are talking about and that we of this Western civilization classify and speak of their work as "art."

Time is too short to make this important detour and I must ask you to bear with this conclusion: In times gone by, the artist-craftsman fulfilled an economic and sociological job. He was an integral part of what we call in modern economics the system of "Supply and Demand." He was an integral part of his contemporary society and he created and conceived out of this society's mental and emotional needs. He was his own expert in consumer psychology. Today the artist craftsman has lost practically all economic importance. In contrast to ages ago we in our time can get along very well without his products. The direct relationship of the consumer and artisan-producer has vanished. The individual specifying his demands and needs is replaced by large groups of people—by society in general. The individual producer has given way to manufacturing establishments employing many thousands of makers. Industry geared for mass production has taken over the artisan's job. Industry, however, has not yet been able to replace the artisan. There are many clearly recognizable reasons for this.

There is the fact that you and I, who are consumers, can no longer specify exactly what we want. We have to choose what we like best from what is offered. Nowadays, no one person completely makes a specific article. A thousand men make it—each one part, each one operation. No one man conceives the thing we buy—hundreds conceive it together. Its conception is the result of powerful economic and technological factors which one man never could control for the individual consumer's benefit.

Another reason, and perhaps the most important from the point of view of this gathering, is the fact which I have developed before, that our conception of art has become frozen, rigid, abstract and precious. Everything around us has changed—human relations, social conditions, our economic and political life. We have achieved a great consciousness of, and therefore demand, high living standards but we are holding on to a conception of art and design which we have exacted from the past. The unalterable art vocabulary which we have gained in that manner controls practically every phase of our daily life. It is quite clear that it must fit like a badly made garment. As an illustration, I mention one of its most offensive results—that phase of art which we like to call decorative or applied. In the

great majority of instances, this is an attempt to enhance the things we use in an eclectic manner with misunderstood, so-called art forms, or with badly invented new patterns. Art cannot be applied from the outside. Art today, as in times gone by, has to come from within.

Contemporary design must be based on this conviction and students must be taught not only to understand it but to believe it sincerely and to devote themselves to it.

Before attempting to suggest means to this end, permit me to talk briefly about that phase of our new design profession which we call "Industrial." As I mentioned in the beginning of this talk, the word "Industrial" is very inadequate. At the time it was first used by one of the country's leading designers, it was a sort of protective word. It took away, as I explained before, that "arty" feeling from the word "design." This was important for at that time industry had begun already to dislike to work with artists. They were too individual—dealing with them was too difficult. They were said to be "precious." They could never understand what others felt to be better. They would make pictures of things which were too expensive to produce. They would create forms for metal which could be made more logically out of wood. To industry, the plain word "Design" meant, and frequently still means "Artist."

Industry needs more than ever that type of designer who is not that type of artist. And thus this new profession grew and has expanded and developed very rapidly under the name of "Industrial Design." Today the industrial designer serves not only the producing industry—he also serves retailing organizations. He is a consultant in merchandising development programs and it may be said that the successful industrial designer holds in his hands an amazing power over the character and quality of things sold. His influence reaches even into the merchandising principles which bring products into the consumers' hands. Let me illustrate my point in the field of contemporary economics.

Have you ever thought of how many different objects of all kinds have been offered to the consuming public at the beginning of the century, and then found out how many of them were changed, and how often, within two year periods, up to the present time, in appearance or through technological obsolescence?



Charts showing the results of such a study would tell an amazing story. We would find an almost incredible increase in so-called seasonal products—in products the appearances of which are automatically changed on sales shelves once or twice a year. I believe we would find a relatively small increase in objects changed through technological obsolescence in spite of rapidly advancing techniques and an ever-increasing number of new inventions. An amazing percentage of the things we need and have to buy for our daily life is dated through this appearance obsolescence. This is not accidental. It is perfectly controlled and without it our present economy could not function. Supply and demand, which was a simple problem in the artisan's time, has become a very complicated principle. Artificial appearance or appeal obsolescence is one of its major stimulants. Many objects have become seasonal goods without any other reason than a promotional one. This situation has complicated the life of the retailer, because of the fact that so-called "new design" has been done for market promotion, but with special emphasis on the producer's benefit and interest. It is in consequence of this, and through recognition of the fact that the appeal function may serve the retailer as well as the producer, that large retail organizations such as Montgomery Ward, Macy's, Sears Roebuck and Company, Marshall Field, etc., have begun to think in terms of product development in their own right. Today, retail organizations employ, to say the least, as many Industrial Designers as does the producing industry. The last few years have shown, however, that the buying powers of the single retail outlet, even though it may be a large concern such as Carson, Pierre & Scott in Chicago, or Bullock's in Los Angeles, with all their affiliated stores, are not strong enough to support their own design ideas. Such stores, therefore, are beginning to combine in large groups in which they can pool their buying power and thus gain more control over the producing industry. They are forced to do this for the reason that organizations like Sears Roebuck and Montgomery Ward, with their volume of business, can exercise such influence on manufacturers that they may receive what they desire at the price they desire. Recently, fifty-three department stores in the United States combined for this purpose and also to promote unified design. Regardless of whether we approve



of the result of this effort, as far as design standards are concerned, we must recognize a successful merchandising effort on the part of retail organizations—an effort which is a development based on design ideas. This type of development of new merchandise depends greatly on the consuming public's lack of sound education in art and design. The designer, of course, must be one of the main conspirators in this procedure. In many cases he is called in for he has available the art vocabulary of which I spoke before. And the results are vacuum cleaners with headlights for sales appeal, radio cabinets simulating book shelves for sales appeal, furniture simulating the King of England's furnishing for sales appeal and automobiles with or without chromium trim for sales appeal.

This type of product development has gone so far today that it is no overstatement to say that the consuming public is offered *ideas* for sale—news values instead of real quality, meaningless styles instead of sane and sound function, *words* not products.

It is impossible to develop these facts fully here, but I must point out that the implications are not only economic but also sociological, for such merchandising makes use of motives like social envy. And most important, it stands as a strong barrier against sound, low-cost production and clear social planning, as contrasted to a satisfaction of the public's idiosyncrasies.

I am conscious that I have painted a very black picture. While I do not wish to retract any of it, I must say in fairness that many objects are offered to us which really are better than those we have or had before. Many things can be found in our retail outlets that have been designed and developed not only to fulfill the demand of industrial and retailing capacity but also to serve our ever-increasing needs and our constantly growing demands for better standards of living. But the percentage is low and the great majority of this nation's population does not benefit from them. Sound education in art and design, for that matter sound education in general, is an important, if not *the* most important influence in the right direction.

The basis of our plan of teaching is the belief that "design is organization," and that "art has to grow from within." We give our students, first of all, tools with which to organize. In carefully planned lecture courses, we present what we term "fun-

damentals." I believe it is safe to say that we cover in these courses all the broad aspects that have to be considered in the making of things. The fundamental nature of materials, metals, alloys, non-metallics such as wood, paper, textiles, clay, glass, plastics and rubber, their properties and limitations, new materials as they appear, and new uses of old materials, are thoroughly discussed. Manufacturing methods, the various means peculiar to each material, as well as the usefulness and limitations of the various methods of fabrication and processing machines are studied. The manufacturer's point of view is carefully considered. His problems in tooling and retooling, in plant organization, his economic problems, his labor problems, are an important part of these studies. Business principles and marketing (including cost accounting and pricing) together with broad outlines of general economic theory, are discussed and studied in relation to the designer's job.

We put great emphasis on the study of the consumer. The selective capacity of people, of groups and of single individuals, its relation to different economic levels, and the psychology of marketing and appearance become important issues. These studies are closely linked with experiments in practical psychology, and related to the work done in History of Civilization and Art. In this course, in particular, and also in our course of Comparative Aesthetics, we discuss with the students how cultures and civilizations have grown, how geographical conditions and economic needs have created different forms of society, and we analyze the influences and forces that created their respective form vocabulary. The study of a single object, like a chair, may be made the skeleton, the frame, for the discussion of peoples, of cultures, their likes and dislikes.

During this first period, we do not neglect work and exercises with color, line, form and space. We study these most important design tools very carefully from the point of view of their respective functions, their effects on individual and consumer groups. Workshop practice, which familiarizes the student with production tools, finally rounds out this first part of our program. From then on the curriculum may be termed a "case system." Specific design problems classified according to the material, or engineering and technical problems, form the basis for seminar

work. These seminars continue the program of the lecture courses. All fields of instruction are in that manner very closely interlocked. This program is carried consistently through the first year into the second until the student begins work on his thesis. During all this time our young designers are in very close touch with industry, and a great variety of retail organizations. Our Industrial Advisory Committee, composed of twelve highly experienced production men, retailers, advertising experts and sales executives from various key industries in the area, work with the students, discussing with them all phases of their problems. They open to the School in the most generous way the facilities of their own factories and stores for instruction purposes, and also help to execute designs in cases where our facilities are not sufficient. This group of men forms, so to speak, a second faculty. They are a very important part of our organization. The general public, too, becomes part of this work. Consumers are invited to the discussion meetings according to income groups, or other classifications, depending upon the problem. Students go out for research with prepared questionnaires, or discuss their problems with consumers in the different stores. We insist that all students work in industry during their summer vacation, and we have easily succeeded in placing them. Thus the work in the School is based on strong realism, which is not employed in a limiting sense. Our whole aim is to make it a challenge of an even larger scope, for we believe that "art" is a result of intensive understanding and experience of life. Through the closest correlation of sociological, technological and economic factors, which influence the final visual form of any man-made product, we hope to awaken in our students creative cultural thinking—cultural responsibility. We hope to make them understand the psychology of an industrialized American society. We wish to make these young designers conscious of the potentialities of translating, through understanding, consumers' demands into expressions of high quality. They must be able, when they leave the School, to successfully help raise the general standard of living and to create out of the system of society of which they are a part. To do all this work, and to do it in the short space of two years makes it necessary for us to ask for certain background requirements. Many people have said that

our pre-requisites are too severe and that we demand far too much. I do not believe so, but realize that such an attitude springs out of the fundamental misunderstanding of the problem. What are our requirements? Talent and imagination, of course, technical facilities and the tools of presentation, mechanical and free-hand. We require preparation in chemistry, physics and mathematics, some psychology and the fundamentals of economics, and we hope for a background in history of art. We expect all this from young men and women with a college degree acquired in order to go on with their chosen design or art profession.

We do not expect the students to be mathematicians, physicists or chemists. We like them to know as much as possible about it, but we are satisfied if they have an understanding of these scientific problems, and know the fundamentals which can be acquired easily in two-year college courses. We feel that this knowledge is necessary for them, not only in order to follow our courses, but also for their general background. Their knowledge of economics does not have to be broader than can be covered in two college years. We recommend that one year be devoted to general economics and one year to the principles of accounting. Sociology, while not an absolute essential, is desirable from the point of view of background and outlook. All these courses which I have mentioned rarely can be found in undergraduate curricula of departments concerning themselves with design. It is my sincere conviction that such courses should be made available to the students who wish to enter the industrial design profession. I must add here that I do not expect colleges and universities to adjust their undergraduate curricula in order to supply us here with students, but I am convinced that all these courses must be added to any course preparatory to the professional study of any phase of design, whether this be art, engineering or fine arts. It is often the misfortune of the modern architect that he is not prepared to understand the economics and sciences of his time—that he is not prepared to understand the needs of a changing society. It is one of the major reasons why we see so little sane progress in contemporary art and architecture.

It is not as if colleges and universities throughout the country

do not offer these courses, but it is through the peculiar departmentalization, and through traditional rigidity in preconceived requirements, that students are not able to take the courses needed. I know that the heads of many departments of design and architecture throughout the country agree with me, but I hear again and again that within the present credit system and curricular tradition no valuable change could be made.

American education must be the leading democratic education in the world. It must understand that it has to make young people fit to comprehend their time, and that this cannot be done on the basis of frozen traditions.

Please understand, I am not attacking academic education in general. I am only trying to point out that in certain phases it has gone in a different direction than the evolution of science and industry. I realize also that you might say that without academic education there would be no science and industry, but my answer is that present education, particularly in our field, has a tendency to slow down, to say the least, the possibilities of better correlation between industrial effort and human need.

I quite understand how difficult it is to adjust educational problems to a continuously changing outlook in our social life, under the terrific impact of scientific and technological progress, and I realize the fundamental reasons for the lack of adjustment which we can find evident in education. The friction, however, has come to light now and is definitely there, and I believe it is up to us to correct it. First of all, we have to realize that the study of the expressions of human society which we like to call "cultures" and which we, in our particular field, are used to calling styles and periods, should not overshadow and stymie the understanding of our own particular problems. Finally, we have to give the student the means to understand and logically think about his own day and age, and to acknowledge the uniting of all progressive efforts in the direction of betterment of life's facilities.

## COMMENTS ON GREENE REPORT

GORDON KEITH CHALMERS

PRESIDENT, KENYON COLLEGE

**T**HIS timely report does not frantically deliver platitudes about the democracy which we must defend but with patience and discernment examines our social life and the teaching habits in large measure determined by it. The description of our sorry plight is sound; numerous comments on American democracy and on the ideals of learning are trenchant; the proposals for improving the arrangements and rules of teaching are good common sense. Most important of all, the report leads to the really fundamental issues of school teaching, college teaching and graduate research in the struggle which engulfs us. It asks the right questions. In short, the report is so strong that one is embarrassed to cavil, yet being so good, the document merits the most exacting standards of judgment; and on strict study its final positive conclusions prove inadequate.

But much in the preliminary draft is pure gold: political democracy is the only possible protection against tyranny and oppression (p. 28); only democracy is consistent with mature human dignity (p. 30) and here lies the mighty reason why democracy should demand a man's life and his death (see also p. 42). The most effective training for citizenship and the good life is liberal education (p. 32); as Milton says, the purpose of education is to make men free and to teach them to bear freedom when they have it (p. 34).

Not only are the postulates about democracy sound, the comments on our educational practice in relation to active American life are valid: encourage and favor the able students (p. 78); don't wait for the students to find out for themselves, but tell them what is good for them to study; give them all as much liberal education as possible, whether they go on to high school or not, whether, once in high school they turn to vocational training or go on to college, whether in college they take vocational courses, finish their education, or go on to graduate school (pp. 80-82). They tell you that in Scotland the caddy can discuss Immanuel Kant while he carries the golf clubs; liberal



education is not limited by any man's status but is useful to any free man's mind and heart. Faculties and the presidents, says the report, do not talk enough about real ideas; there is too little interchange of opinions valuable for their own sake, their discussion often being confined to the mechanics of academic arrangements (p. 95). I like what the report says about thinking and communication: "We are, as a nation, becoming more and more inarticulate, and our thinking is becoming more and more sentimental and banal, partly because our schools and colleges are failing to give our young people the linguistic training to which they are entitled" (p. 59).

The description of contemporary education in society is good, detailed proposals for reform in the school systems are good, but the final philosophy applied to learning, its content and its process falls short. On page 97 the report states that assured leadership is absent from the field of liberal education. "Many humanistic faculties have lost their way and forfeited public confidence. Our academic 'humanists,' " the report continues, "must make a resolute effort to re-orient themselves, to clarify their own objectives, and to provide the academic community with a type of guidance which reflects genuine comprehension of basic issues." The report should have done this, and in fact has made a try, but the try has only half arrived.

In stating the shortcomings of the attempt, one must praise the report for finding that the weakness of the humanities is a major source of our confusion. Much has been said recently about science mis-applied and about the pseudo-scientific pretenses of many social and humanistic thinkers. The illusion that the humanities are good if they can call themselves scientific is clearly a dangerous illusion, as bad as the attempt of some scientists, usually not the best scientists, to find in their studies of mathematics and matter a solution to human problems. Our real intellectual troubles, however, arise not from science but from the humanities. The humanities have lost their active inward vigor. And their failures are as bad, perhaps worse, than the failures of science. The perversion of science is a tank; the perversion of the humanities is propaganda, with all its attendant wrong opinion and brutality. Who can say, looking today at Norway, Holland, France and Germany herself, who

can say which has done the greater evil, perverted science or perverted humanities?

The purpose of liberal education, says the report, is to enlighten and promote understanding (p. 41). In the opinion of the authors of the report, the final mode of thinking in liberal education should be temporal and systematic (p. 69), the only two ways, they aver, of relating things. So the intellectual habit of the liberally educated man should be historical and philosophical. To define and clarify the inadequacy of this conclusion is the task of at least a long paper entailing many definitions; but, risking the ambiguity in the current usage of some terms I shall set down my objections briefly. The historical and philosophical manner of thinking about knowledge forms an incomplete description of liberal education because it makes no proper account of action.

The report's description of democracy is properly active (notice Milton's phrase, quoted by the report: "a complete and generous education: one that fits a man to perform, skillfully, justly and magnanimously, all the acts, both public and private, of peace and war"). The report paraphrases: "Education has a double function—to make men free and to teach them to bear freedom when they have it." To *make* men free. The objective of democracy is stated on page 33 in terms of action.

But to treat knowledge historically and philosophically is to remain a spectator. The emphasis of a liberal education, says the report, is knowledge (p. 41), not commitment and action. This may be true if action is mere activity—doing something with the hand or foot. But if action is inner action—making a decision, making a statement, putting together the raw material of the mind into a manufactured product of the mind, the end of a liberal education is precisely commitment and action. An educated man is committed to reason—really committed; that means committed to the truth, so much committed that he will not, as the ill-educated professors of German universities did, renounce the truth he sees out of mortal fear. The only conclusion one can reach in contemplating the silence of great scholars in one of the mightiest university systems of the world when every premise of their calling has been violated by decree is that they were ill-educated—not liberally educated.

American scholars—school boys, college boys, scientists—must be liberally educated, actively in their minds, morally in their wills, so that they will know in their hearts the superior value of truth and good opinion, a value superior to their own lives. The discipline for this kind of knowledge is intellectual, and the intellectual conviction it requires involves inner action—commitment, and a deed of the mind.

At one point the report notices the excellence and clarity of medical education by contrast to the vagueness of liberal education. Now what characterizes medical education is performance. The doctor must perform. Liberal education as we now have it fears performance. It is indeed afraid of the passions. Sad to say, the same criticism may be made of the liberal education envisaged in the report. What is the performance of the liberally educated man? The action of the intellect is talking and writing; the writing is done with numbers and letters, mostly letters. Writing with letters and numbers requires something more in the mind than historical and philosophical training; it requires what the ancients called making—metaphor-making, a close and exacting discipline almost forgotten among the humanists. The report makes one good statement about the imagination: That by the arts we form an accurate account of man and that by the imagination we guide our understanding of ethics. But in seeking the final great way of taking knowledge the report really omits the imagination. The purpose of a liberal education is not strictly knowledge but knowledge in use, the use of knowledge for the enlightenment of a man's own soul and of mankind. Use is possible only when the imagination is trained. Use is very different from the side-line observation of history and philosophical systems, or even from the attitude of observing everything historically and philosophically.

The report is sicklied o'er with the pale cast of the encyclopedia. Things cannot be understood, it says, without knowing their whole historical context, economic, political, sociological. Is this true? Is it true of the Sermon on the Mount? No. The disciplined soul, that is the mind with a rich and warm and informed imagination may understand the Sermon on the Mount. It is possible, indeed, that he may understand it a thousand times better than the encyclopedic scholar. The reason is that our

mightiest knowledge, the real treasures of the human heart speak straight out and directly to the man of fearless intelligence. The footnotes are an afterthought and many of them to many people a stumbling block.

As I say, the terms I am using require extensive definition and example, and there is no space here to elaborate them. *Making*, represented in the Greek word *poet*, is by no means confined to belles lettres or the fine arts, but signifies a broad, extensive way of using all knowledge. *To make* is to put things together. In the universities we do very little making. We hardly write at all and we do not commonly reason from the ground up for ourselves with any symbols. The students do not write; the teachers do not write. We do not teach the disciplines of writing—grammar and rhetoric; our instructors are not familiar with these nor experience in them. We prefer our knowledge dead and catalogued, not alive in our minds.

If one may refer to the Platonic tradition the belief that the good life is speculative and theoretical, the report falls within the Platonic tradition. The theoretical life is the life of seeing things as one sees them on the stage. In opposition to it is the principle of Aristotle that the purpose of a man is an action. It is no accident that the Aristotelian philosophy also prefers poetry above history as a closer approximation to the truth. We should not conclude from this that the universities should attempt to turn out poets, but it is not impractical for university learning to regard the making type of thought as the excellent way of the mind toward which all teaching and study should strive. Imaginative thinking, in the broad sense of that word, should be preferred to the merely temporal and systematic. I object to the report not because I think it is wrong, but inadequate. The disciplined and informed imagination includes and makes use of history and philosophy.

A recent book of the trained imagination called *The City of Man* notices that the totalitarians think democracy weak because, they say, it "rests on opinion, it has no conviction." Intelligent conviction is the business of liberal education. As the authors of *The City of Man* say, "the concept of a vital democracy must be dissociated from the notion of a disintegrated liberalism, which is a precursor of tyranny and a prey to it."

To contemplate knowledge in the temporal and systematic mode affords no hindrance to the disintegrated liberalism evident all about us; indeed to do so and no more may promote it. Of course, the obvious opposite would be equally bad: To pretend easily to translate slogans into quick physical action would clearly deny the intellect altogether. But to discover inner action in the ways of the mind and will is to revitalize not only the humanities, not only liberal education, but liberalism and democracy themselves. This may be done only by a strict, fresh, vigorous discipline of the imagination, the faculty which, according to Napoleon, rules the world.

## REMARKS OF LOUIS B. MAYER

VICE-PRESIDENT, METRO-GOLDWYN-MAYER CORPORATION

**W**E have traveled a long way in the motion picture business when we are privileged to entertain as our guests the heads of colleges, leaders of higher education in America

When I look back it seems such a short while ago . . . but really it is thirty-five years, thirty-three of which I have been in this business. And as I stand here before this distinguished gathering I cannot help but wonder what these learned educators would have thought had we invited them to visit with us when our most ambitious effort was a scant two hundred feet of jumpy film in a nickelodeon that gave this industry its birth.

We are not ashamed of that humble beginning. After all, the first horseless carriage was a far cry from modern automotive engineering . . . the first conception of the airplane held no promise of the great developments that were to come . . . and so it was with the early motion picture, a primitive step toward the world entertainment medium it was destined to become.

From that crude beginning, the motion picture assumed a steady progress that widened both its scope and perspective. I recall my own early experience, at a time when custard pie was still the outstanding screen commodity, in arranging for showing a Biblical drama, "The Passion Play, the Life of Christ" made by Pathé of France and hand-colored, if you please. I showed this in a little theater in Haverhill, Massachusetts . . . a former burlesque theater, incidentally . . . and what a wonderful response this picture received. This success was revealing. Many people who never patronized motion pictures came and enjoyed it. To me this marked a new responsibility for the motion picture.

It was not long afterward that D. W. Griffith gave to us "The Birth of a Nation" . . . an immortal screen document taken from our country's tragic memories . . . and a new and dignified appreciation of the motion picture, as a medium of education, followed in the wide appeal of this great film.

Such pictures as "The Ten Commandments" . . . "Ben Hur" . . . "The Covered Wagon" . . . "Scaramouche" . . .



"Quo Vadis" . . . "Four Horsemen" . . . "Civilization" . . . "Abraham Lincoln" . . . came in the ensuing years to stimulate artistic, historic and cultural evaluation of what the motion picture can mean to world millions who had come to look upon it as their most popular form of entertainment.

With the advent of sound, the screen achieved even greater dimensions and worthier powers of expression. The use of the spoken word permitted filming of literary masterworks, heretofore unapproachable for silent translation. Soon the screens of the world made new devotees for "David Copperfield" . . . "A Midsummer Night's Dream" . . . "Romeo and Juliet." Told to all such great humanitarian stories as "Louis Pasteur" . . . "Good Earth" . . . "Emile Zola" . . . "Boys Town" . . . "Grapes of Wrath" . . . "Thomas Edison" . . . films of deep social significance, that again remind us of the enormous responsibilities we hold in moulding world public opinion particularly among the youth of our nation.

Whether you are a teacher, a newspaper editor, a radio commentator, a motion picture producer or a public official, your responsibility to civilization springs from a sacred trust, the same sacred trust . . . a solemn obligation to preserve for the world of tomorrow the American ideals and doctrines for which our forefathers gave their lives yesterday.

Never before has there been so great a burden of responsibility upon those charged with the educational, cultural and ideological development of American youth.

We can never forget that we are a very young nation, and a very young people, comparatively . . . only 150 years old, not yet, perhaps, tempered with the strong bonds of tradition and blood that centuries have bred in some older countries. But, instead we have born into our hearts a fierce love of freedom that makes our democracy more precious to us than all the ancient traditions and time-worn blood-strains throughout the earth.

Today this freedom, this democracy is challenged.

Our world faces a very grave peril . . . perhaps the gravest in all the history of mankind. The world is engaged in a conflict to decide whether the democracy we love shall perish from the face of the earth, and a dictatorship . . . loathsome to every American ideal . . . shall take its place.

We who make motion pictures know that we share with our educators, churchmen and editors the responsibility for preserving our precious birthright of democracy for future generations!

Fundamentally, of course, we make motion pictures to entertain. But with *entertainment* it is also possible to educate, to inspire, to instill in the hearts and minds of audiences the fullest respect and love for those ways of life we hold so dear.

I know of no greater example than our own Judge Hardy Family pictures . . . what they have meant, not only in entertainment, but in contributing inspiration and warmth to the home life which is not only our greatest American heritage but also the backbone of American stability and permanence.

You all recall, I am sure, the man-to-man scenes played so brilliantly by Lewis Stone and Mickey Rooney. Gratifying beyond all measure are the letters that come to us from parents all over the country, thanking us for having shown them the way to come closer to their own children, to talk over their problems, to understand them better as individuals, to enjoy their confidence and, above all, to guide them through those dangerous years when youth is so understandably vulnerable.

Across the seas, centuries of culture and art are being wantonly destroyed. Those *who crush democracy* seek destruction of *all that goes with it*, lest it be restored! To them there exists no culture or art or religion that may dwarf their own insignificant stature, or encourage an enslaved mankind to think and admire for itself!

And so, *with* democratic doctrines, we of America must preserve whatever culture that is to survive—and culture must and *will* survive!

We *do try hard* to see that the motion picture, through its presentation of literary and musical treasures, may contribute importantly toward this perpetuation.

Of one thing we must be highly resolved . . . as long as there exists in America a school, a church, a newspaper, a motion picture screen or a radio, *that long* the torch of democratic enlightenment shall remain flaming as a beacon of hope to all civilization . . . that the sorrows of the world of today shall only serve as long-remembered lessons to guide us in building a happier and prouder world of tomorrow.

## REMARKS OF WALTER WANGER

PRESIDENT, ACADEMY OF MOTION PICTURE ARTS AND SCIENCES

**T**HE Academy of Motion Picture Arts and Sciences is proud to welcome you here today to the home of motion pictures. I think that you might like to know what the Academy is. It is composed of the workers of this industry—producers, writers, directors, actors, technicians, publicists—all united in the Academy for one purpose—the cultural responsibility of the screen.

That is the job of our Academy—to serve as the cultural forum, the forum for interchange of ideas that contribute to keep the American screen gradually advancing, always seeking a finer and a higher note. . . .

All you distinguished people know what I mean when I talk of “college spirit.” You have seen youngsters come to your schools—bashful, ignorant of life—and you have seen them become instilled suddenly with “college spirit.”

You might call it an understanding of something bigger than self. You might call it an understanding of the need for man to work in harmony with fellow man.

Call it what you will, but it is the college spirit that makes for great accomplishment. Men do “die for dear old Dartmouth.” It is the “old school tie spirit” in England today which has inspired their young men to the supreme effort.

We of the Academy of Motion Picture Arts and Sciences look upon the screen as the newest of the great arts that will live in the cultural history of the world—a medium of expression that reflects a civilization—a medium that must do its part in shaping that civilization toward the finer things of life for which we all stand.

The screen is two things, an art and a business. It is the business side that enables the art side to exist and to make progress.

The Academy has nothing to do with the business side. The Academy leaves the business side in the able hands of men like Mr. Mayer, Mr. Warner, etc. We make it our business, however, to look after the art side, the research, the culture. And realizing that, we also realize that Hollywood is becoming the

"Athens" of the modern world, the center of dissemination of a culture and of the expression of a free people.

We realize that there is a grave danger in what that expression is—that it must be an expression of which we can be proud. And that is what the Academy is always fighting toward. . . .

There is no University of the Motion Picture . . . so we, in our humble way, are trying to serve that purpose—to be the clearing-house for those things which contribute so much to the business side and yet never can be a part of the business side of our picture-making.

## REPORT OF THE PRESIDENT OF THE ASSOCIATION OF AMERICAN COLLEGES

EDWARD V. STANFORD

### THE PURPOSE OF THE ASSOCIATION

**T**HE theme chosen for this twenty-seventh Annual Meeting—namely, “Liberal Education and Democracy”—is fully in accord with the objective of the Founders of this Association. Their purpose is enshrined in the Constitution of the Association where we read that “The purpose . . . shall be the promotion of higher education in all its forms in the colleges of liberal arts and sciences . . . and the prosecution of such plans as may make more efficient the institutions included in its membership.”

Through the years, the activities of the Association and particularly the programs of the Annual Meetings have been well adapted to fulfill this singleness of purpose. It is interesting indeed, to page back through the Official Records and to see how much concern there has been with the internal problems of higher education. But while engaged with its own internal problems, the Association has always been sensitive to the problems forced upon the colleges from without. During the critical years of the depression, for example, much of the thought of the Association was centered on problems growing out of straitened finances and lowered enrolments.

### GROWING IMPORTANCE OF GOVERNMENTAL RELATIONS

During the past five years the problems of governmental relations have been demanding an important place in the work of the Association. So insistent are these problems becoming year by year that their pressure bids fair to effect a transformation in the purpose of the Association. In the years immediately ahead, the Association may well become the bulwark of freedom for higher education. For in one guise or another, governmental control of Higher Education seems to lurk just around the corner.

As I look back upon my own experience during the past four or five years as a member of the Board of Directors, I realize that each year more and more of the time and energy of the Officers and Directors of the Association have been taken up with the

problems growing out of relations between Government and Higher Education.

#### NATIONAL DEFENSE AND HIGHER EDUCATION

The specific problems of the past year have, of course, been associated with the Program of National Defense. Your Executive Director, your Officers and Committee members have made innumerable journeys and have spent day after day in meetings and conferences. It has been their problem to work for the loyal patriotism which supports National Preparedness, and to work against that pseudo patriotism born of haste and hysteria which would hamper or destroy the freedom of colleges to carry on the essential work of education. Thus far, an equitable balance has been fairly well preserved, but the danger period is not yet passed.

#### CONSCRIPTION AND HIGHER EDUCATION

The Selective Service Act is already in operation with but little interference with the normal life of our colleges. Next year it may be an entirely different story when the deferment clause for college students will have expired.

Later on in the program of this convention, this question will be considered and a report will be made. I do not intend to anticipate or pass judgment on the findings of that report. However, I would like to present my personal reactions on this problem of the colleges and conscription.

#### CONSCRIPTION FOR PEACE OR WAR

First of all I feel that there is and should be a vast difference between conscription in time of nominal peace, and conscription in time of actual war. It seems to me that this distinction is important. Although the Selective Service Act was adopted as an unprecedented measure in a time of great national emergency and although it was considered necessary as a part of immediate defense preparations, its whole tenor and its various provisions mark it out as a peacetime measure. The Act itself, carefully provides for a limited period of service;<sup>1</sup> it regulates the number of men to be called annually;<sup>2</sup> it provides for liberal deferment

<sup>1</sup> Selective Service Act of 1940, Section 2, Subsection (b).

<sup>2</sup> *Ibid.*, Section 2, Subsection (a).



in order not to interfere unduly with essential services.<sup>3</sup> As a war measure, it would have to undergo important changes. To say that we are practically at war does not alter the fact that the Selective Service Act was adopted by the Congress as a peacetime measure designed to keep this nation at peace. Therefore, in theory and in fact it should be considered as such.

#### DEFERMENT NOT EXEMPTION

Secondly, it seems to me that there is a vast difference between deferring service and exempting from service. This distinction would hold even though the nation were actually at war, with the period of military service indefinite; but it is even more evident under peacetime conscription where the period of military service is limited by law. Thus, during wartime, if two young men are simultaneously conscripted for military service of an indefinite period, and one is inducted into service and the service of the other is deferred, I can understand that every added day of deferment for the one man makes his period of service shorter than the period of service of the other man. In fact deferment in many instances may well be equivalent to exemption. But in peacetime conscription where two young men are simultaneously conscripted for a limited period of a year, it does not seem to be the same unfair advantage if one is inducted immediately and the induction of the other is deferred for a limited period of one, two or three years. In both cases the net result would be the same. Both will eventually give their year of service, even though not simultaneously.

#### TOTAL DEFENSE FOR PEACE OR WAR

Thirdly, a program of *total defense* in peacetime would seem to be much broader in its implications than would *total defense* in time of actual warfare. In the latter case, the exigencies of war may require that total defense be concentrated on one supreme effort planned over a comparatively short period of time. Therefore, total defense in time of war would be heavily weighted with military service, with industrial, agricultural and even educational services strictly regimented in support of the needs of military activity. In peacetime, however, the objec-

<sup>3</sup> *Ibid.*, Section 5, Subsection (e).

tives of total defense should be broader in scope and would seem to be served best by conserving, as far as possible, those services that are best calculated to secure an extended and long range effort.

I readily grant that our present emergency demands the utmost speed to make ready for national defense. But I conceive that such preparation is roughly divisible into the supplying of material for defense and the training of military man power. The supplying of materials for defense, includes the making of vast quantities of complicated armaments and it requires the training of skilled mechanics and the organization and expansion of industry. It is by far our greatest problem. Its consummation must be pushed forward with all possible speed. It admits of no delay. Without it vast armies are impotent. In contrast, the training of military man power, important as it is in itself, is nevertheless more easily accomplished and therefore can proceed at a slower rate. The real "bottle neck" in our defense program is industry and industrial man power, not military man power. Is there not danger that we confuse our thinking at this point, and conscious of the frantic need for haste in one sphere of our preparations we carry over this type of thinking as if it applied in equal measure to the training of military men?

In a peacetime program of total defense, therefore, it is important to conserve the family, the normal services of government and the various moral and educational services that are designed to make for better and more intelligent citizens. Such a policy will at the same time contribute to better and more intelligent soldiers as well.

#### DEFERRED SERVICE FOR COLLEGE STUDENTS

Upon these three basic assumptions, namely, the distinction between conscription in time of war and conscription in time of peace; the distinction between deferment in time of war and deferment in time of peace; and the distinction between total defense in time of war and total defense in time of peace, I rest my contention that in the present emergency, while the nation is not actually at war, the essential work and services of our colleges should remain intact. In order that this be so, I hold that it is important that our young men be permitted and encouraged

to complete their college courses before being called for actual military service.

If young men are to have their military service deferred because of employment or skill in essential industries, as a measure of total defense, why not defer—not exempt—the military service of college students until they have completed the college course which they began before they reached the age of twenty-one? Deferment of service for college students was recognized this year without creating any difficulty. I see no valid reason to fear that the extension of this provision will create “class distinction,” especially since the Selective Service Act provides for calling to service each year only about one-sixteenth ( $\frac{1}{16}$ ) of those who are theoretically liable for call.

Does there not seem to be a sort of phobia generated by this label “class distinction” which is tending to stampede calm and clear thinking and jeopardizing objective planning? If we coddle this label of “class distinction” in the present instance, if we show that we fear it—what is to prevent it from being applied to colleges if they do not have a direct share of the burden of taxation that will be necessary to pay for the National Defense Program?

#### HIGHER EDUCATION VITAL TO NATIONAL WELFARE

Our answer to both implications is the same; the institutions of higher education in this country by their normal activity contribute immeasurably to the national welfare. More than ever before, National Defense in 1941, 1942 and thereafter, demands the conservation of education on all levels. Higher education is important for its contribution as well as armaments and military training. It is significant that the various military services have themselves placed a premium on higher education, by showing a decided preference in selecting officer material from young men who have had a college education.

It cannot be repeated too frequently that under our democratic form of government, universities and colleges are necessary for the preservation of the fundamental values of democratic life. Whatever threatens the continuity of our educational services in the present emergency is a matter of grave consequence to the nation as well as to the colleges.

## REPORT OF THE EXECUTIVE DIRECTOR

GUY E. SNAVELY

**U**RGENT and changing measures for national defense and the consequent increase in taxes are considerations of the gravest concern to college administrators. An amendment to the Selective Training and Service Act of 1940 submitted to and passed by the Congress at the last moment permitted college students to defer their military training until July 1, 1941. This gave the colleges the opportunity to adjust themselves to the national defense program. The colleges will certainly be greatly concerned with pending amendments and those to be proposed for changes in the Selective Service Act which relate to college and university students.

In midsummer the National Committee on Education and Defense was organized under the stimulus of federal governmental agencies interested in national defense measures. Our association is one of the fifty-nine constituent members of this national committee. I represent the Association on the Executive Committee and on the Subcommittee on Military Affairs of the National Committee on Education and Defense.

This Subcommittee on Military Affairs consists of the following persons:

Isaiah Bowman, Association of American Universities  
Walter Hüllihen, Association of Land-Grant Colleges and Universities  
George Johnson, National Catholic Educational Association  
A. C. Willard, National Association of State Universities in the United States of America  
George F. Zook, American Council on Education  
Guy E. Snavely, Association of American Colleges

Before the Subcommittee on Military Affairs was organized, the Committee on Problems of Peace and War of the Association of American Colleges had, in pursuance to the resolution adopted by the Association at its last annual meeting, called a conference of representatives of various college associations at the Town Hall Club in New York on March 16, 1940. Immediately thereafter the Association was invited by the American Council on Education to join with it in the formulation of plans for the cooperation

of higher education in problems of national defense. Since the American Council was established during the last war for the coordination of all educational efforts in connection with national defense, we deemed it wise to cooperate to the fullest. The above-mentioned Subcommittee on Military Affairs was appointed by the American Council on Education, and when the National Committee on Education and Defense was organized, the subcommittee was continued with the same personnel and duties.

Business of the Subcommittee on Military Affairs has taken me to Washington or Baltimore nineteen times within the last few months. On one of these trips, I spoke, with other members of the committee, at a hearing on the Burke-Wadsworth Bill upon the invitation of the Senate Committee on Military Affairs. On that occasion I gave information gleaned from the responses to our questionnaire concerning the attitude of member colleges toward the Bill, which has been published in the report of the hearings. The response indicated a majority in favor of peacetime conscription with a number of answers rather vague though indicating full sympathy for conscription in case the emergency became more serious. The great majority of the responses opposed conscription for young men under twenty-one. The Bill as finally drawn did set twenty-one as the lower age limit, although the original proposal had eighteen as the minimum age limit.

As the official representative of the Association, I was called to Washington for two other meetings connected with problems of national defense, one with the Civil Aeronautics Authority and one with Miss Harriett Elliott, Consumer Adviser on the Advisory Commission to the Council of National Defense. Dean Elliott had the members of the conference she called meet in the White House offices to receive President Roosevelt's personal request for the utmost cooperation on the part of educational and all other interests in maintaining a program of total national defense.

Higher education is definitely an indispensable feature of the plans of a nation for total defense. The colleges should and will recognize the necessity of adjusting their programs to speed up to the maximum total defense in all its phases. Adjustments may be advisable in the areas of admission requirements, cur-

riculum offerings and more particularly in time demanded to meet graduation requirements. Many colleges are now geared up through summer quarter offerings to permit capable and ambitious men of sufficient maturity to graduate in three years. This saving of a year in a young man's college career will mean that a very small group indeed would not be through college when the call to military training might come.

Close attention has been given to the various proposals made and about to be made toward amending the Social Security Act as it refers to faculties and employees of the colleges. Responses to the questionnaire sent out upon unanimous agreement reached at a joint session, held on April 20, 1940, of the Board of Directors and the Commission on Public Relations indicate general approval of the amendment submitted by Senator David I. Walsh of Massachusetts, which would include the colleges under the titles of old-age pensions and survivors' benefits but would exclude them from the titles referring to unemployment compensation. The Walsh Amendment is careful to indicate that taxes received from non-profit corporations shall go directly into the Federal Old-Age and Survivors' Insurance Trust Fund, thus setting up a definite distinction between treatment of taxes received from non-profit institutions and the treatment of taxes received from all other sources for the operation of the Social Security Act.

Since all proposed amendments to the Social Security Act, including those of Senator Robert F. Wagner which would include the colleges under both titles of old-age pension and survivors' benefits and unemployment compensation, die automatically upon adjournment of the present Congress, your officers will be alert to new amendments to be proposed when Congress reconvenes early in 1941. Chairman William E. Weld of the Committee on Insurance and Annuities will discuss these problems in his report and make recommendations to be considered at a later business session.

On November 8, 1940, there was held in Washington a joint conference lasting through the day of our Commission on Academic Freedom and Academic Tenure with the officers of the American Association of University Professors. Full and free discussion ensued concerning the action taken at the last meeting of the Association held in Philadelphia, where were adopted three



amendments to the statement originally approved by the joint conference. In the November 8 conference, the American Association of University Professors accepted the first two amendments approved at our Philadelphia meeting but desired specific terms in the amendment referring to the probationary period of new faculty members. The details concerning the agreements reached unanimously by both groups at this conference will be given in the report of Chairman William P. Tolley of our Commission on Academic Freedom and Academic Tenure.

After four and a half years of unexampled service to higher education, Eric T. Clarke submitted his resignation as Director of the Arts Program of the Association of American Colleges in order that he might resume his active participation in the field of operatic management. Mr. Clarke left the Association on September 1, 1940, to become Administrative Secretary of the Metropolitan Opera Association. Our feeling upon Mr. Clarke's departure was set forth in the following letter:

It is with mingled feelings of greatest regret and real pleasure that we receive your resignation as Director of the Arts Program of the Association of American Colleges effective August 31, 1940. We rejoice that the Metropolitan Opera is to receive the benefit of your services in such a responsible position. You have the knowledge, experience, energy and enthusiasm needed for your new post.

The work you have accomplished as our associate during three delightful years together has been monumental. You have infused new life into the program of the liberal arts in a great number of our member colleges. Our colleges will miss you as greatly as will your colleagues in the office.

All of us join in best wishes to you and your fine family!

After a thorough canvass of the situation, the Commission on the Arts, called in special session, recommended that Dean Samuel T. Arnold of Brown University be appointed to succeed Mr. Clarke as Director of the Arts Program. This action was unanimously approved by the Board of Directors. I am glad to report that Dean Arnold has taken over his duties most enthusiastically and effectively.

Detailed reports concerning the work of the Arts Program have been sent out to the member colleges. I am glad to add that through a recent grant from the Carnegie Corporation the Asso-

ciation is able to obtain for a brief period former Prime Minister Paul van Zeeland of Belgium as visiting professor. I regret I have to state that Everett Dean Martin has been quite ill and is not able to complete arrangements for his series of visits for the current year.

Pursuant to the action taken by the Association at the last annual meeting, the following were appointed a Commission on Cultural Relations with Latin-American Countries:

J. F. Zimmerman, University of New Mexico, *Chairman*  
B. F. Ashe, University of Miami  
J. P. Baxter, Williams College  
Isaiah Bowman, Johns Hopkins University  
B. M. Cherrington, University of Denver  
Broderick Cohen, Hunter College  
Paul Osgood Hardy, Occidental College  
Arnaud C. Marts, Bucknell University  
Francis Borgia Steck, Catholic University of America  
Bert Young, Indiana University

This new commission had most of its members present at a meeting held in the office of the Secretary of State in Washington on November 6. Another meeting of this commission was held in Pasadena last evening. Chairman J. F. Zimmerman will make a report and recommendations later in this session.

In company with President John W. Nason of Swarthmore College and Dean Virginia C. Gildersleeve of Barnard College, I have served on the Educational Section of the Committee for Relief of European Children. This section has now become the International Education Council under the chairmanship of Doctor Alfred E. Stearns, Headmaster Emeritus of Phillips Academy, Andover, Massachusetts.

To each member college has gone a complimentary copy of Doctor R. L. Kelly's book, "The American Colleges and the Social Order." This publication is the culmination of a project made possible by a grant from the Carnegie Corporation.

There were sent also to the member colleges complimentary copies of "Teaching with Books," the result of the project so ably directed by Professor Harvie Branscomb of Duke University under a grant from the Carnegie Corporation. Both the Kelly and the Branscomb books have received commendatory reviews in a number of magazines.

A regional conference was held at Union College, Schenectady, New York, on April 26-27. At this conference there were friendly and full discussions of the relationships of the Social Security Act to the member colleges. There were also discussions of pre-professional education as it relates to college curricula. Some deans of prominent professional schools were present and pleaded for greater liberalization in the programs of students preparing for professional schools. President Dixon Ryan Fox was most gracious as host for the conference.

A larger number of general letters than usual—thirty-seven in all—have been sent out during the past year to the administrative officers of the member colleges. This increase was due to the problems growing out of national defense.

One of the general letters referred to the offer of the Belgian Government to donate the magnificent pavilion it had for exhibition purposes during the past two years at "The New York World's Fair" to a college able to finance the removal and reconstruction of the building. At least twenty-seven inquiries came in promptly, with the result that Virginia Union University was able to obtain the pavilion with the aid of a donation of one hundred thousand dollars from the General Education Board of New York.

During the past year I have had the good fortune to visit ninety-one of our member colleges located in twenty-three different states. I spoke at thirteen of these colleges.

I cannot close this annual report without paying tribute to the most loyal and efficient cooperation and direction given by our retiring president, Doctor Edward V. Stanford. He has been unusually faithful in attendance upon board and committee meetings and conferences in Schenectady and Washington. His judgment has been most helpful and constructive.

## REPORT OF THE BOARD OF DIRECTORS

**F**IVE meetings of the Board of Directors were held during the current year. Three of these meetings were held in the Association office, one in Philadelphia, and one last evening in Pasadena.

The April 20 and the December 7 meetings were held in conjunction with the Commission on Public Relations. In the former joint session those present considered the attitude that might be taken by the colleges with reference to the amendment to the Federal Social Security Act proposed by Senator David I. Walsh of Massachusetts, which would include non-profit educational institutions under the titles referring to old-age pensions and survivors' benefits but would exclude them from the titles in the law referring to unemployment compensation. In light of further developments, a recommendation on this matter will be made by the Committee on Insurance and Annuities.

At the joint session held on December 7, consideration was given pending and proposed amendments to the Selective Training and Service Act of 1940 as they might affect college and university students. Resolutions were unanimously adopted which have been referred by letter to the member colleges. The Commission on Public Relations will make a report at the business session on these resolutions which are subject to modification through response sought in a questionnaire sent to the member colleges under date of December 11, 1940.

Supplemental statements concerning the actions taken at the various Board meetings have been given in some detail in the report of the Executive Director.

At the September 7 meeting the Board accepted the resignation of Eric T. Clarke as Director of the Arts Program to become Administrative Secretary of the Metropolitan Opera Association. Resolutions of appreciation were voted Mr. Clarke for his successful initiation and administration of the Arts Program through its infancy and final expansion into a very important feature of the Association's work. Upon the recommendation of Mr. Clarke and the Commission on the Arts, the Board elected Dean Samuel T. Arnold of Brown University as Mr. Clarke's successor.

The Board accepted with formal letter of appreciation a donation of \$5,000 from the Carnegie Corporation toward further extension of the Circulating Library of Choral Music.

With gratitude the Board is accepting an additional grant from the Carnegie Corporation to finance visits over a period of several months to a number of colleges by Paul van Zeeland, formerly Prime Minister of Belgium.

The following institutions are recommended for membership:

California Institute of Technology  
Dunbarton College of Holy Cross  
George Pepperdine College  
Hofstra College  
LaSalle College (Philadelphia)  
Municipal University of Omaha  
Polytechnic Institute of Brooklyn  
Queens College (North Carolina)  
St. Francis College (Brooklyn)  
St. Joseph's College for Women (Portland)  
University of Texas  
Ursuline College (New Orleans)  
Youngstown College

It is recommended that the United Chapters of Phi Beta Kappa be elected to honorary membership.

The Standing Committee on Fraternities seems to have served its mission: it is recommended that it be discontinued.

It is recommended that the President and Executive Director be appointed a committee to represent the Association in conferences with representatives of other associations to consider the future development of accrediting associations or agencies for colleges and universities.

At the request of the Association of American Universities, presented in person by Dean Charles B. Lipman of the University of California, representing the President Institution of the Association of American Universities for the current year, it is recommended that:

The Association of American Colleges accept their invitation to cooperate as indicated in the following resolution:

The Executive Committee of the Association of American Universities is authorized to join with the Association of American Colleges and with other associations if desirable, for study and for action resulting from such study relative to the problems of endowment income for American educational institutions in consideration of the present economic conditions. Authority is given to the Executive Committee to seek such financial support from educational foundations as may be necessary for these purposes.

# REPORT OF THE TREASURER

LEROY E. KIMBALL

COMPTROLLER, NEW YORK UNIVERSITY

## SCHEDULE A

### STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS GENERAL FUND

*January 1, 1940, to December 31, 1940*

Balance, January 1, 1940 ..... \$11,461.74

#### Receipts

Membership Dues—1938 .....	\$ 250.00
1939 .....	950.00
1940 .....	26,375.00
In advance for 1941 .....	100.00

\$27,675.00

BULLETIN and Reprints ..... 2,595.79

Books ..... 168.14

Donation ..... 6.66

Interest Received ..... 279.14

Total Receipts ..... 30,724.73

\$42,186.47

#### Disbursements

Annual Meeting .....	\$ 1,061.92
American Council on Education .....	100.00
Committees and Commissions .....	2,029.92
BULLETIN and Reprints .....	3,376.00
Government Relationships .....	1,431.68
Regional Conferences .....	65.05

#### Office

Rent .....	\$ 1,899.96
Expenses .....	929.39
Audit .....	50.00
Travel .....	387.11
Salaries and Annuities .....	16,094.84

19,361.30

Contingencies ..... 274.93

Advance ..... 400.00

Total Disbursements ..... 28,100.80

Balance—December 31, 1940 ..... \$14,085.67



SCHEDULE B  
STATEMENT OF CASH RECEIPTS AND DISBURSEMENTS  
SPECIAL PROJECTS

*January 1, 1940, to December 31, 1940*

**Arts Program**

Balance, January 1, 1940 .....	\$18,091.88
Receipts .....	36,860.18
	<hr/>
Disbursements .....	\$54,952.06
	37,355.21
	<hr/>
Balance, December 31, 1940 .....	\$17,596.85

**Library Project**

Balance, January 1, 1940 .....	\$ 2,538.26
Disbursements .....	1,805.97
	<hr/>
Balance, December 31, 1940 .....	\$ 732.29

**The American Colleges and the Social Order**

Balance, January 1, 1940 .....	\$ 1,450.00
Disbursements .....	1,426.63
	<hr/>
Balance, December 31, 1940 .....	\$ 23.37

**Circulating Library of Choral Music**

Balance, January 1, 1940 .....	\$ 427.76
Receipts .....	5,344.30
	<hr/>
Disbursements .....	\$ 5,772.06
	1,628.75
	<hr/>
Balance, December 31, 1940 .....	\$ 4,143.31

**The Social Security Act in Its Relationship to Colleges**

Balance, January 1, 1940 .....	\$ 124.95
Disbursements .....	124.95
	<hr/>

**Everett Dean Martin Appropriation**

Balance, January 1, 1940 .....	\$ 3,446.08
Received from Carnegie Corporation .....	6,750.00
	<hr/>
Disbursements .....	\$10,196.08
	6,727.28
	<hr/>
Balance, December 31, 1940 .....	\$ 3,468.80

**SCHEDULE C**  
**STATEMENT OF CASH BALANCES**

*December 31, 1940*

**Funds**

General Fund .....	\$14,085.67
Arts Program .....	17,596.85
Library Project .....	732.29
The American Colleges and the Social Order .....	23.37
Circulating Library of Choral Music .....	4,143.31
The Social Security Act in its Relationship to Colleges .....	
Everett Dean Martin Appropriation .....	3,468.80
<b>Total .....</b>	<b>\$40,050.29</b>

**Composed of Balances in**

Guaranty Trust Company .....	\$17,249.44
Emigrant Savings Bank .....	8,072.99
Bowery Savings Bank .....	7,118.18
West Side Savings Bank .....	7,559.68
Cash on Hand .....	50.00
<b>Total (as above) .....</b>	<b>\$40,050.29</b>

**SCHEDULE D****BALANCE SHEET**

*December 31, 1940*

**Assets**

Cash in Banks and on Hand .....	\$40,050.29
Furniture and Equipment at Estimated Value of .....	1,698.92
Circulating Library of Choral Music at Estimated Value of .....	11,112.79
Deposit, American Air Lines .....	425.00
<b>Total .....</b>	<b>\$53,287.00</b>

**Funds**

General Fund .....	\$15,550.17
Arts Program .....	18,256.27
Library Project .....	732.29
The American Colleges and the Social Order .....	23.37
Circulating Library of Choral Music .....	15,256.10
Everett Dean Martin Appropriation .....	3,468.80
<b>Total .....</b>	<b>\$53,287.00</b>

Tait, Weller & Baker  
Accountants and Auditors  
Philadelphia—New York

We certify that in our opinion the foregoing statements of Cash Receipts and Disbursements for the year ended December 31, 1940, of the  
ASSOCIATION OF AMERICAN COLLEGES  
properly present the transactions for the year as recorded in the books, and that the balances shown are in agreement with the balances shown by the banks.

TAIT, WELLER & BAKER  
(Signed) Emile Z. Baker  
Certified Public Accountant

**Statement of Income and Expenditures for the Years 1937, 1938, 1939, 1940 as Compared with 1941 Budget**

Income		1937	1938	1939	1940	Budget 1941
Membership Dues		\$25,065.00	\$26,400.00	\$27,275.00	\$27,675.00	\$27,500.00
BULLETIN and Reprints		2,539.65	2,366.35	2,663.24	2,595.79	2,000.00
Comprehensive Examinations		591.85	123.53	119.79	83.64	50.00
Music and other Art Books		261.80	123.30	70.59	84.50	50.00
Miscellaneous: { Interest		444.98	603.70	290.73	279.14	250.00
{ Other		108.83	6.50	6.66		
Total Income		\$29,012.11	\$29,628.38	\$30,426.01	\$30,724.73	\$29,850.00
<b>Expenditures</b>						
Annual Meeting		\$1,051.37	\$489.70	\$749.54	\$1,061.92	\$1,000.00
American Council on Education		100.00	100.00	100.00	100.00	100.00
Committees and Commissions		374.49	1,044.05	2,101.97	2,029.92	2,000.00
BULLETIN and Reprints		3,634.98	2,942.62	3,144.09	3,376.00	3,500.00
Christian Education Subscriptions		91.00	224.10			
Comprehensive Examinations		688.65				
Government Relationships		15.25	414.08		1,431.68	1,000.00
Regional Conferences		862.60	846.60		65.05	500.00
Books—Handing		96.83		1,170.56		
Additional Appropriation for Annuity—Robert L. Kelly				1,600.00		
Secretarial help—Robert L. Kelly						
Headquarters Office:						
Rent		1,933.28	1,899.96	1,899.96	1,899.96	1,900.00
Office Expenses		1,242.36	877.52	1,031.27	929.39	1,200.00
Office Equipment		282.10		116.79		100.00
Auditing		40.00	35.00	25.00	50.00	50.00
Travel		115.82	435.56	464.57	387.11	600.00
Salaries and Annuities		15,630.98	16,326.17	16,173.65	16,094.84	17,500.00
Contingencies		52.50	55.93	41.50	274.93	200.00
Deposit—American Air Lines				425.00		
Total Disbursements		\$26,212.21	\$25,691.29	\$29,043.90	\$27,700.80	\$29,650.00
Balance on Current Operations		\$2,799.90	\$3,937.09	\$1,382.11	\$3,023.93	\$200.00
Set aside for purchase of annuity for retiring executive director		\$13,126.00				

## REPORT OF THE COMMISSION ON ACADEMIC FREEDOM AND ACADEMIC TENURE

WILLIAM P. TOLLEY

PRESIDENT, ALLEGHENY COLLEGE

AT Louisville two years ago the Commission on Academic Freedom and Academic Tenure submitted a document drafted jointly by your Commission and a Committee representing the American Association of University Professors. It was presented as a substitute for the 1925 statement on tenure that was adopted by the Association of American Colleges, the American Association of University Professors, and several other educational organizations.

The statement discussed at Louisville was the result of three years of negotiation and work. It was endorsed by the American Association of University Professors without amendment, but action was postponed by our Association until the Philadelphia meeting held a year ago. It will be recalled that the statement recommended by your Commission at Philadelphia differed in several respects from the statement submitted at Louisville.

In presenting the amended statement last year President Wriston said, "It is the hope of your Commission that, at subsequent meetings with the Committee of the American Association of University Professors, this section may be re-drafted in such terms that ultimately both Associations can endorse a uniform statement. The draft now before you for endorsement constitutes a statement, therefore which may not be final but which represents, pending further conferences, the judgment, both of your Commission and of your Board of Directors. I make no effort to conceal the fact that it is not as satisfactory to have two statements as to have one. However, the two statements do not have insuperable differences and it is hoped that in subsequent negotiations uniformity can be secured."

On November 8, 1940, officers of the Association and members of the Commission on Academic Freedom and Academic Tenure met in joint conference with representatives of the American Association of University Professors in the hope that the differences in the two statements could be reconciled. As a result of

the day's discussion, the following amendments were agreed upon:

I

*First:* To change the last sentence in the preamble of the statement to read as follows: "Freedom and economic security, hence tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society." The paragraph, as amended, reads as follows:

"Tenure is a means to certain ends; specifically: (1) Freedom of teaching and research and of extra-mural activities, and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society."

(This leaves the Philadelphia statement unchanged, but amends the statement endorsed by the American Association of University Professors.)

II

*Second:* To delete the last sentence in Paragraph (c) of the section headed *Academic Freedom*. The sentence deleted is as follows: "The judgment of what constitutes fulfillment of these obligations should rest with the individual."

The paragraph, as amended, reads as follows:

"The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he speaks or writes as a citizen, he should be free from institutional censorship or discipline, but his special position in the community imposes special obligations. As a man of learning and an educational officer, he should remember that the public may judge his profession and his institution by his utterances. Hence he should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he is not an institutional spokesman."

(This also is the Philadelphia statement. It amends the statement endorsed by the American Association of University Professors.)

## III

*Third:* In Section (a) (2) under *Academic Tenure*, to change the maximum probationary period for a teacher from the time of his appointment to the rank of full-time instructor or a higher rank from six to seven years and for a teacher called from another institution after a term of probationary service of more than three years from three to four years.

As amended, this paragraph, Section (a) (2) under *Academic Tenure*, would read as follows:

"Beginning with appointment to the rank of full-time instructor or a higher rank, the probationary period should not exceed seven years, including within this period full-time service in all institutions of higher education; but subject to proviso that when, after a term of probationary service of more than three years in one or more institutions, a teacher is called to another institution it may be agreed in writing that his new appointment is for a probationary period of not more than four years, even though thereby the person's total probationary period in the academic profession is extended beyond the normal maximum of seven years. Notice should be given at least one year prior to the expiration of the probationary period, if the teacher is not to be continued in service after the expiration of that period."

(This amends both the Philadelphia statement and the statement endorsed by the American Association of University Professors. Section (a) (2) under *Academic Tenure* of the statement endorsed by our Association at Philadelphia reads as follows: "Each institution should define with great care the probationary period and notify every appointee of its precise length and its terms. Notice should be given at least one year prior to the expiration of the probationary period if the teacher is not to be continued in service after the expiration of that period.")

## INTERPRETATIONS

The following interpretations concerning the joint statement on academic freedom and tenure were agreed upon:

## I

*First:* That its operation should not be retroactive.



## II

*Second:* That all tenure claims of teachers appointed prior to its endorsement should be determined in accordance with the principles set forth in the 1925 statement on academic freedom and tenure.

## III

*Third:* If the administration of a college or university feels that a teacher has not observed the admonitions of Paragraph (c) of the section on *Academic Freedom* and believes that the extramural utterances of the teacher have been such as to raise grave doubts concerning his fitness for his position, it may proceed to file charges under Paragraph (a) (4) of the section on *Academic Tenure*. In pressing such charges the administration should remember that teachers are citizens and should be accorded the freedom of citizens. In such cases the administration must assume full responsibility and the American Association of University Professors and the Association of American Colleges are free to make an investigation.

It was agreed that the above statement be included in the report of your Commission. It will also be brought to the attention of the Annual Meeting of the American Association of University Professors by its officers and will be brought to the attention of other bodies with whom these two associations may negotiate in the future.

### PROCEDURE FOR ENDORSEMENT

It was informally agreed that all the representatives of both Associations would seek to have the statement with the foregoing amendments agreed upon, endorsed by their respective associations with the understanding that the representatives of the American Association of University Professors would not present these amendments for endorsement to their Annual Meeting until and unless the statement was amended had been presented to the Annual Meeting of the Association of American Colleges for endorsement.

• • • • •

Before moving the adoption of the amendment to the Philadelphia statement and the endorsement of the interpretations

drafted by the joint committee I should like to quote President Wriston once more. In the report of your Commission in 1939 he said, "It is a good thing for this Association to march parallel with another Association which is complementary to our own. There should be no rivalry between our Association and the American Association of University Professors. The president of one of our member colleges in his inaugural address asked the pointed question: 'Who is the college?' Certainly we are not the college. Certainly the board of trustees is not the college, except as a legal personality. Certainly the students are not,—nor are the alumni. The college includes them all. A faculty member is not an employee; he is an officer of the college, an integral part of its structure. Trustees establish the trust, we administer it, the faculties execute it,—all for the benefit of the students and, through them, in the public interest. There is a diversity of function but an identity of interest. We are indissolubly linked in a common enterprise."

In a time of national crisis and of rapid march toward war, unity in higher education will contribute to unity in national life.

## ACADEMIC FREEDOM AND TENURE

[Statement of principles formulated by joint conferences of the Commission on Academic Freedom and Academic Tenure with the officers of the American Association of University Professors and endorsed by the Association of American Colleges at the annual meeting held in Pasadena, January 10, 1941.]

**T**HE purpose of this statement is to promote public understanding and support of academic freedom and tenure and agreement upon procedures to assure them in colleges and universities. Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher\* or the institution as a whole. The common good depends upon the free search for truth and its free exposition.

Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.

Tenure is a means to certain ends; specifically: (1) Freedom of teaching and research and of extra-mural activities, and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability. Freedom and economic security, hence tenure, are indispensable to the success of an institution in fulfilling its obligations to its students and to society.

### ACADEMIC FREEDOM

(a) The teacher is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

(b) The teacher is entitled to freedom in the classroom in discussing his subject, but he should be careful not to introduce into his teaching controversial matter which has no relation to his

\* The word "teacher" as used in this document is understood to include the investigator who is attached to an academic institution without teaching duties.

subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

(c) The college or university teacher is a citizen, a member of a learned profession, and an officer of an educational institution. When he speaks or writes as a citizen, he should be free from institutional censorship or discipline, but his special position in the community imposes special obligations. As a man of learning and an educational officer, he should remember that the public may judge his profession and his institution by his utterances. Hence he should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he is not an institutional spokesman.

#### ACADEMIC TENURE

(a) After the expiration of a probationary period teachers or investigators should have permanent or continuous tenure, and their services should be terminated only for adequate cause, except in the case of retirement for age, or under extraordinary circumstances because of financial exigencies.

In the interpretation of this principle it is understood that the following represents acceptable academic practice:

(1) The precise terms and conditions of every appointment should be stated in writing and be in the possession of both institution and teacher before the appointment is consummated.

(2) Beginning with appointment to the rank of full-time instructor or a higher rank, the probationary period should not exceed seven years, including within this period full-time service in all institutions of higher education; but subject to the proviso that when, after a term of probationary service of more than three years in one or more institutions, a teacher is called to another institution it may be agreed in writing that his new appointment is for a probationary period of not more than four years, even though thereby the person's total probationary period in the academic profession is extended beyond the normal maximum of seven years. Notice should be given at least one year prior to the expiration of the probationary period, if the teacher is not to be continued in service after the expiration of that period.

(3) During the probationary period a teacher should have the academic freedom that all other members of the faculty have.

(4) Termination for cause of a continuous appointment, or the dismissal for cause of a teacher previous to the expiration of a term appointment, should, if possible, be considered by both a faculty committee and the governing board of the institution. In all cases where the facts are in dispute, the accused teacher should be informed before the hearing in writing of the charges against him and should have the opportunity to be heard in his own defense by all bodies that pass judgment upon his case. He should be permitted to have with him an adviser of his own choosing who may act as counsel. There should be a full stenographic record of the hearing available to the parties concerned. In the hearing of charges of incompetence the testimony should include that of teachers and other scholars, either from his own or from other institutions. Teachers on continuous appointment who are dismissed for reasons not involving moral turpitude should receive their salaries for at least a year from the date of notification of dismissal whether or not they are continued in their duties at the institution.

(5) Termination of a continuous appointment because of financial exigency should be demonstrably bona fide.

## REPORT OF THE COMMITTEE ON INSURANCE AND ANNUITIES

WILLIAM E. WELD  
PRESIDENT, WELLS COLLEGE

**A** YEAR ago, at the Annual Meeting of the Association, it was decided to postpone action for one year regarding the reaffirmation of the Association's position favoring the inclusion of the member colleges under the provisions for Old-Age and Survivors Benefits of the Social Security Act. The Committee was asked to continue its study of the questions involved but to make no commitment of the Association's position.

It was voted overwhelmingly that the Association was opposed to the inclusion of the colleges under the provisions for unemployment insurance of the Society Security Act.

The Association authorized the Committee to solicit funds outside the colleges, in order that a person, trained in insurance and familiar with college problems, might be engaged to assist those institutions which desired his help in establishing policies for retiring annuities. We were not successful in obtaining the funds to finance this venture.

As ordered by the Association, the past year has been one of "watchful waiting." While some of the members of the Committee have made speeches and written articles, they have been careful to speak as individuals and not to commit the Association to any point of view on the matter of retiring annuities and survivors benefits. Help has been given by correspondence to those colleges which have asked for assistance in establishing policies for retiring annuities.

We are glad to call your attention to the volume recently published, entitled "College Plans for Retirement Income" by Rainard B. Robbins, Vice-President and Secretary of the Teachers Insurance and Annuity Association and a member of the Committee on Insurance and Annuities of this Association. This is the first authoritative statement of the various plans for securing retiring annuities for college and university employees. All administrative officers of colleges should give careful consideration to the material of this book.



Various state associations of colleges and universities have, during the year, considered the provisions of the Social Security Act for retirement and survivors benefits. Some members of this committee now reporting have participated in these state conferences. There can be little doubt that during the past year a better understanding has arisen of the benefits, obligations and risks resulting from the participation of the colleges in the operation of the Social Security Act.

The Commission on Public Relations has reported to you the substance of the so-called Walsh Amendment and the vote taken at that time to discover what steps should be taken by the colleges with regard to this amendment. I have been informed that the colleges voted by a large majority in favor of the Walsh Amendment. Had it been passed, the colleges, as well as other non-profit institutions, would have been removed from the exemption list insofar as retiring and survivors benefits are concerned.

#### RECOMMENDATION

The Committee's recommendations are as follows:

1. That the Association re-affirm its vote of last year that it is definitely opposed to inclusion under the unemployment insurance provisions of the Social Security Act.
2. That the Association re-affirm its position in favor of inclusion under the old-age and survivors provisions, provided that this action should not be interpreted as a weakening of its opposition to the inclusion under the unemployment insurance benefits.

Concerning unemployment insurance as provided for in the Social Security Act, the Committee has no argument to offer in its favor. It would prove a financial burden out of all proportion to any compensation.

Briefly stated, the reasons for the recommendation that the colleges be asked to be removed from the exemption list, insofar as old-age and survivors benefits are concerned, are as follows:

1. In the long run, financially and socially, we believe that it is in the best interest of the colleges to come under the coverage of the Act.
2. There is no reason to believe that the acceptance of old-age benefits must carry with it unemployment insurance. If the latter should ever be forced on the colleges, it would not be because

they had committed themselves in favor of the old-age and survivors provisions. It is as reasonable to say that by accepting the one, we are in a stronger position to resist the other.

3. As many of the various organizations which compose the non-profit group on the exemption list have already sought the coverage of the Act for retirement benefits, the hesitation of the colleges is becoming increasingly conspicuous.

4. As the changes in the Act which were introduced in 1939 become better understood by direct participation in the benefits, the colleges and universities, as employers, are likely to be less and less preferred.

We believe that the time has come for the member colleges to commit themselves definitely regarding the future, either for or against the provisions of the Act for old-age and survivors benefits. Four years should be sufficient time to permit the colleges to reach a decision. The Walsh Amendment will be revived, or the same proposal under another name will be presented to Congress. Hurriedly to collect telegraphic votes when this occasion arises is unsatisfactory, undignified and unworthy of this Association.

## REPORT OF THE COMMISSION ON PUBLIC RELATIONS

FRANCIS P. GAINES

PRESIDENT, WASHINGTON AND LEE UNIVERSITY

**S**UPPLEMENTING the report presented by President Seaton and incorporated in the proceedings (page 150) the commission submits this additional memorandum on opportunities for military training offered during summer to college students:

1. *The War Department.* General George C. Marshall writes under date of December 27:

It is with regret that I have to inform you, in connection with your letter of December 16th, in behalf of the American Association of Colleges, that it is not expected that the Army will be able to offer to college students, other than certain Reserve Officer Training Corps students, opportunities to receive military training during the coming summer.

As you know, for some time to come it will be necessary to concentrate all of our efforts on the immediate and vital task of training the Army itself. It is for this reason that the Citizens Military Training Camps, which in the past have afforded citizens an opportunity for military training in the summer, have had to be suspended.

2. *The Navy Department.* Captain Randall Jacobs writes under date of December 26:

I am pleased to acknowledge receipt of your letter of December 16, relative to opportunities for naval training open to college students during the summer months.

Last June, the Navy inaugurated a plan for cruising and training men having two years' credits or better, towards a degree from accredited colleges and universities. This plan is complete for this year and is being revised for use next summer. I am enclosing a copy of last summer's plan for your information.

The most important points of revision will probably be to make this training open to college graduates only, and to require a mathematical background to include plane trigonometry. The Navy needs commissioned Reserves trained in engineering, and the new plan will also probably encourage engineering graduates.

When the new plans are approved I will be delighted to inform you of them, and I am sure that the Association of American Colleges, through their good offices, could be of

great assistance in bringing this plan before eligible young men.

Your interest and willingness to cooperate in plans for preparation for national defense is greatly appreciated.

3. *The Marine Corps.* Major W. Baynard Onley writes under date of December 20:

Receipt is acknowledged of your letter dated 16 December, 1940, in which you request information as to the opportunities for training offered by the Marine Corps to college students during the summer months.

At present, the training afforded by the Platoon Leaders' Classes as described in the attached booklet is the only training available to undergraduates during the summer months. The plan of the Platoon Leaders' Class is to select from among the members of the sophomore and junior classes of Nationally or Regionally Accredited colleges and universities young men in good standing between the ages of 18 and 23, who are not medical, dental or theological students; enlist them into the Marine Corps Reserve, and assign them to training duty for two periods of six weeks each during the summers following their enlistment. Upon their satisfactory completion of these two summer training periods and graduation from college, these men will be commissioned second lieutenants in the Marine Corps Reserve.

As explained in the booklet students in the upper ten per cent of each second year group of the Platoon Leaders' Class are offered appointments as second lieutenants in the regular Marine Corps.

In addition to the foregoing, there is a plan now in effect known as the Candidates' Class whereby graduates of colleges and universities on the accredited lists of National and Regional Accrediting Associations, who hold a college degree, who are less than 25 years of age, unmarried, and who possess the physical qualifications, may enlist in the Marine Corps Reserve for training leading to a reserve commission. Under this latter plan, accepted applicants receive training as enlisted men for a period of 90 days; are commissioned second lieutenants in the Marine Corps Reserve and continue on active duty as Reserve officers for a further period of 9 months or longer. This plan is explained in detail on the attached circular.

This Headquarters wishes to thank you for your inquiry regarding the above, and assures you that your efforts to place before young college men the opportunities afforded for military training and service with the Platoon Leaders' Class and the Candidates' Class will be very much appreciated.

## REPORT OF THE COMMISSION ON THE ARTS

R. H. FITZGERALD

PROVOST, UNIVERSITY OF PITTSBURGH

IN accordance with the notice in the November 1940 BULLETIN the Commission on the Arts reports that Mr. Eric T. Clarke, who so successfully organized and developed the Arts Program, has resigned to become Administrative Secretary of the Metropolitan Opera Association. Dean Samuel T. Arnold of Brown University has been appointed by the Board of Directors to succeed Mr. Clarke. The Arts Program, in which President Henry M. Wriston has long been interested, is indebted to Brown University for its cooperation in making the services of Dean Arnold available.

The Arts Program has been obliged, because of increased activity, to move to new offices in Room 1418 of the same building at 19 West 44th Street, New York City.

During the past twelve months the Commission on the Arts has held two meetings. At the first meeting on September 5, 1940, the Commission discussed the possibility of extending the work of the Arts Program to other fields, including the sciences and modern languages. With regard to music it was felt that further experience should be gained through the arrangement of visits by musicians already on the Arts Program lists, but that no new musical visitors need be added. The Commission recommended the addition of other visitors in the fields of drama, history and particularly Far Eastern civilization and culture.

The experiments undertaken at Tufts College in interchanging faculty members with neighboring colleges was discussed. It was felt that the Arts Program should observe the development of the plan but that it should take no action in this direction at the present time.

The second meeting of the Commission was held in Pasadena, California, at the Huntington Hotel on January 9, 1941. The Director reported that 27 faculty visitors will visit 99 colleges during the present year. Among the fields represented are Indic Culture and Literature, Dante, Islamic Culture, Art, Music and Philosophy. This year, for the first time, the Arts Program has

made available to the colleges a professor who will discuss seismology and its relationship to the universe.

The Circulating Library of Choral Music will send during 1940-41 a total of 90 different works to 76 colleges and universities. This service is of the utmost importance to the colleges since the material it provides cannot be obtained elsewhere at similar cost. It was reported to the Commission that the loss of copies of this music in the various colleges has become a serious problem. It was recommended that the Arts Program take suitable steps to prevent further losses.

There are now seven Artists-in-Residence who have been made available to colleges through the Carnegie Corporation with the assistance of the Arts Program. These artists usually remain on a campus for either a semester or for the entire academic year. They are: Milton Horn at Olivet College in Michigan, Lucile Blanch at Converse College in South Carolina, Philip Evergood at Kalamazoo College in Michigan, John Held, Jr., at the University of Georgia, Gifford Proctor at Beloit College in Wisconsin, George Murrill at the Medical College of Virginia and George Rickey at Knox College in Illinois.

The Director discussed also the possibility of having poets and other creative writers as Artists-in-Residence. This type of activity would be particularly welcome to certain colleges, and would have a very wholesome effect upon students of creative writing who need the inspiration and help of outstanding writers.

The plans for the coming year are well in hand and the printed announcements will be sent to the colleges in the early spring. Besides the Faculty-Artist Visitors, it has again been decided to offer the colleges a list of nationally-known concert artists available for two-day visits.

It was reported that the experiment of booking concert artists as faculty-visitors on a regional basis has been successful and that it will be continued during the coming year. This season three artists—Katherine Bacon, Egon Petri and Ernst Wolff—have been visiting colleges under this particular plan.

A complete historical report on the Arts Program is being compiled with the assistance of Mr. Eric T. Clarke and it is hoped that this will be available to the member colleges in the spring.



In presenting this report the Commission is convinced of the truth of the statement made a year ago based upon the evidence given by those institutions which have had visits arranged by the Arts Program: (1) that liberal arts education as given by the full-time resident faculties has been strengthened, (2) that the cultural horizon of institutions has been, in some instances, extended.

## REPORT OF THE COMMISSION ON TEACHER EDUCATION

HARRY M. GAGE

PRESIDENT, COE COLLEGE

**F**ORMAL reports are apt to be dull; one on teacher education especially so. This report, if not exciting, may assume some importance if you will note that the aim of teacher education is to lift the whole level of life in America in the only way that it can be lifted, namely, by improving the quality of teachers and of teaching. Having thus boldly acknowledged "large desires and great ambitions," we shall without delusions of grandeur descend to more detailed and prosaic matters.

As noted in previous reports, vast sums of money, estimated to amount to fifteen million dollars, have been spent during the last twenty-five years on the study of teacher training and education. Primary and secondary education have received most attention and presumably have received most of the benefit from such studies as have been made. The junior college and general education have in recent years been carefully studied but not with special regard for teacher education. At present it should be noted, first, that a relatively large number of organizations are at work on teacher education and, second, that teaching in the liberal arts colleges is apparently going to receive its due share of attention.

A committee of the North Central Association of Colleges and Secondary Schools with a subsidy of \$12,000 is making a study of the preparation of high school teachers by colleges. Dean George A. Works, University of Chicago, is chairman of this committee, and Dr. Russell M. Cooper, Professor of Political Science, in Cornell College, is giving full time this year to the study. Accompanied by one or two college teachers, he is visiting about twelve carefully selected and representative colleges. He will give attention to the teaching of subject matter to prospective high school teachers, to discovery of existing problems and to methods of solution. In each institution visited the attitude of the administration toward teacher education and the public schools will be noted; also the attitudes of subject matter teachers.

Conferences under the auspices of the committee and the leadership of Dr. Cooper will be held at convenient places in various regions. Attendance at these conferences is recommended to this Association's members within the North Central territory. Our colleges should be fully aware of the nature and magnitude of their responsibility to the public schools. High schools prepare students for college. Of this fact we have been keenly aware. We have not been equally aware of the fact that more than thirty per cent of all public school teachers and more than fifty per cent of all high school teachers are prepared for teaching by liberal arts colleges. First results of the North Central study will be presented to the annual meeting in Chicago next April.

You are all aware that the American Council on Education has a Commission on Teacher Education. The Council established the Commission in 1938 and placed at its disposal several hundred thousand dollars received from the General Education Board. This was done with the assurance that this Association would welcome a study of teacher education and cooperate in every possible way with the Council's Commission. It may be said that the work of the Commission is well under way. It has a most competent director, Dr. Karl W. Bigelow, who has associated with him a capable staff. Work is being done at summer workshops and at cooperating centers—public school systems, colleges, and universities.

It has become apparent to the Council's Commission that the college holds a central and important place in teacher education. It prepares public school teachers and employs teachers who are prepared by universities. Therefore, the Commission has recently given attention to college-teacher education. The boy on the burning deck and the boy who sat on the log with Mark Hopkins are most glorious and alluring figures. We have studied the actions of boys on various sorts of hot spots and our influence on them. We had a Commission on College Architecture which studied the use of logs and more modern building material. We have wondered about Mark's seat, how firm it was, by what right he sat there, and what in general was the tenure of his sedentary occupation. We have speculated in various committees and programs on what Mark may have said to the boy, what he should have said, and whether he really without restraint spoke his whole

mind to the boy. Now we are going to study the processes by which the successors to Mark Hopkins are prepared for their professorial chairs. Here is the burning bush. Here we approach the very source of American college life.

The Council's Commission, in preparing for action on that phase of teacher education which is of greatest interest to this Association, called a conference in Chicago, April 8 and 9, 1940. Colleges and universities, "consumers" and "producers" of college teachers, were represented at the conference. It was known in advance that the education of college teachers had received considerable attention and that this Association had a continuing interest in it. It was felt that a preliminary conference might at least reveal the general situation with respect to the education of college teachers and possibly determine the responsibility of the Council's Commission to make a contribution to the improvement of teaching in colleges.

The conference indicated that colleges are not satisfied with the quality of college teaching but did not definitely reveal what sort of teaching colleges desire. Objectives of college education were found to be diverse and not clearly stated. There was some agreement in feeling that teachers are too narrowly trained and therefore do not see the relation existing between the subject matter of one department and another. The result is that students are departmentalized in their minds, a result which does not favor liberal education. Problems of human welfare and those of youth are neglected. Critics then complicated their own problem by saying that teachers are resistant to vocational urges which cannot be ignored but which are said to be illiberal. There seemed to be some agreement in feeling that college teachers are more interested in abstract ideas than in really vital concerns, namely, growth and development of personality, social understanding and effective release of personality by some organized means of self-expression. To many it seemed that college teachers suffer from lack of experience beyond campus borders. Academic life is privileged by exemption from ordinary hazards.

Suggestions to improve college teaching emanating from the Chicago conference included selection of promising students for careers as professors, attention to their education in graduate schools, careful in-service training or induction into the experi-

ence of teaching, and participation by young teachers in the study of college policies and programs. College executives were criticized for undemocratic administrative procedures and for preferring the prestige of scholarship and research ability to liberal education, ability to teach, and interest in teaching at the college level.

Graduate schools are now producing prospective teachers in excess of consumer demand. Their product doubtless has the intelligence and scholarship which meets a uniform demand. If college people could agree on a statement of other necessary qualifications for college teaching, it is quite certain that graduate schools would make administrative and curricular adjustments necessary to meet the demand. It is true that colleges have individual requirements for membership on the instructional staff. However, it seems that a general statement of aims and objectives, together with means for realizing them, could be agreed upon. Such a statement would assist both colleges and graduate schools in their cooperative endeavor to improve college teaching.

Subject-matter teachers in graduate schools rather than teachers of education are chiefly responsible for the quality of college teachers produced. One university reported to the Chicago conference that its all-university committee had proposed that graduate students recommended for college teaching positions must have a sound general education, special competence in some particular field of learning (not necessarily the competence now required for a research graduate degree), broad acquaintance at the graduate level with some division of learning, understanding of the problem of the American college and of youth and, finally, demonstrated skill in the art of college teaching.

The American Council's Commission on Teacher Education feels that the problem of college-teacher education requires further work to secure information regarding the needs and desires of various types of colleges as respects teachers, what graduate schools are doing to educate college teachers, what efforts are being made to appraise college teaching, and to sponsor regional conferences of representatives of universities and colleges to discuss problems of college teaching. The Council's Commission has, therefore, elected to its staff, Dr. Ernest V. Hollis as Associate for College-Teacher Education. In his work for the

Council he will be in the service of a particular interest of this Association.

Your Commission feels that work now in progress will be well advanced in January, 1942, and ready for presentation to this Association. At our next annual meeting we may, therefore, do well to give a major portion of our attention to teacher education.

It is recommended:

1. That this Association commend the American Council's Commission on Teacher Education for its plan to study major and minor problems of college teacher education, to which attention has been called by previous reports of your Commission, pledge its cooperation, and request the cooperation of universities and of other educational associations.

2. That this Association approve the intention of your Commission to sponsor a conference to be held in the near future under the leadership of the American Council's Commission on Teacher Education and to be attended by selected college and university representatives.



## REPORT OF THE COMMISSION ON CULTURAL RELATIONS WITH LATIN-AMERICAN COUNTRIES

JAMES F. ZIMMERMAN

PRESIDENT, UNIVERSITY OF NEW MEXICO

**T**HE first meeting of the Commission was held on Friday, November 1, 1940, in Room 399, Department of State, Washington, D. C. In addition to the members of the Commission present for the meeting, President Edward V. Stanford, Executive Director Guy E. Snavely, Members of the Cultural Relations Division of the State Department, a representative of the Committee on Library Cooperation with Latin America, and a representative of the office of Education attended.

The discussion of the first meeting dealt with five topics:

- I. Development of a model curriculum on Latin-American Studies.
- II. Special Activities—Institutes, Lecture Courses, Art Exhibits, Special Days.
- III. Libraries:
  - A. Preparation of selected book list for additions to libraries.
- IV. Development of student and professor exchanges:
  - A. Private.
  - B. Official.
- V. Reception arrangements for distinguished visiting Latin Americans.

The Commission decided to emphasize three of these five topics in its report this year:

- I. The development of a model curriculum on Latin-American Studies.
- II. The preparation of selected book lists for additions to college libraries.
- III. The development of student and professor exchanges.

Since the meeting of the Commission on November 1st, with the aid of Doctor Bert E. Young, a member of our Commission, and a special faculty committee of the University of New Mexico, model curricula on Latin-American studies have been prepared and were reviewed in a special dinner meeting of the Commission, January 8th, 1941.

A special memorandum has been prepared by Mr. Pattee of the Division of Cultural Relations of the State Department which deals with ways and means by which colleges in the United States can promote student and professor exchanges. The book list from the American Library Association has not yet reached the Commission but it will constitute a list of three hundred books which it is hoped will be helpful to college libraries in making their purchases during the next year. Our Commission has approved the suggested program of studies dealing with cultural relations with Latin America and wish to recommend to this body that these curricula be referred to Doctor Snavelly and the Board of Directors for whatever action they may think wise to take.

The Commission also recommends that similar action be taken with reference to the book list as soon as it has been checked by the Commission. The Commission hopes that through these two means, definite and practical aid to colleges will be made available during the coming year. We respectfully leave to Doctor Snavelly and the Board of Directors the final decision in each case.

The Commission desires to make additional studies regarding the problem of student and professor exchanges and hopes to be able to make a final report on this subject next year. Likewise the Commission hopes to prepare a personnel list from Latin-American countries which can be circulated among the colleges for their use in the future. The Commission hopes to centralize its work on these two reports next year.

The above recommendations of the Commission were voted upon and unanimously passed at their luncheon meeting, January 9, 1941.

## THE OFFICIAL RECORDS

### Minutes of the Twenty-Seventh Annual Meeting of the Association of American Colleges

JANUARY 9-10, 1941

HOTEL HUNTINGTON  
PASADENA, CALIFORNIA

#### *First Session*

**T**HE TWENTY-SEVENTH ANNUAL MEETING of the Association of American Colleges was called to order by President Edward V. Stanford, 9:30 A.M., Thursday, January 9, 1941, in the Ball Room of the Huntington Hotel, Pasadena, California. There were in attendance some five hundred delegates and visitors: the attendance at the public meeting in the Pasadena Civic Auditorium on Thursday evening totaled nearly three thousand. The invocation at the opening session was pronounced by the Reverend Ralph W. Lloyd, President of Maryville College, Maryville, Tennessee.

President Remsen D. Bird of Occidental College, who was chairman of the Committee on Local Arrangements gave a word of welcome and made announcements concerning various features of the program and exhibitions in the lobby of the hotel and at the Broadway Store in Pasadena. He also invited the women delegates to a tea on Thursday afternoon at the home of the Honorable Albert B. Ruddock.

Executive Director Snively read the following welcoming letter from the Archbishop of Los Angeles:

My dear Dr. Snively:

On behalf of the Catholic colleges and universities of this Archdiocese, I extend to you and to the distinguished organization you represent the expression of my most cordial welcome on the occasion of your annual convention.

I pray God may bless your deliberations during the convention, and that the Holy Spirit may guide your decisions in the ways of wisdom.

Very sincerely yours,

JOHN J. CANTWELL

President Stanford announced the appointment of the following committees:

*Committee on Nominations:* Meta Glass, Sweet Briar College, *Chairman*; Charles K. Edmunds, Pomona College; H. L. McCrorey, Johnson C. Smith University; Charles A. McQuillan, Loyola University; John Schaeffer, Franklin and Marshall College; and John L. Seaton, Albion College.

*Committee on Resolutions:* R. C. Granberry, Limestone College, *Chairman*; E. S. Briggs, Phillips University; William C. Dennis, Earlham College; Umphrey Lee, Southern Methodist University; and G. Morris Smith, Susquehanna University.

Treasurer LeRoy E. Kimball was unable to be present, but his report, together with the auditor's report, was forwarded by him to the Executive Director. At the request of President Stanford, a summary of the financial operations for the year was given by President Charles E. Diehl of the Board of Directors. On vote of the Association, these reports were approved and the audit adopted. (See pages 118-121.)

Executive Director Snavelly presented the report of the Board of Directors and the report of the Executive Director for the current year. These reports were ordered received and filed with approval given the recommendations contained in the report of the Board of Directors. (See pages 110-117.)

The reports of the business officers being concluded shortly after 10:00 A.M., an address on "Liberal Education and Democracy" was given by Doctor Theodore M. Greene, Professor of Philosophy, Princeton University. (See pages 45-52.)

President John W. Nason of Swarthmore College, followed with an address on "The Nature and Content of a Liberal Education." (See pages 53-61.) President Gordon K. Chalmers of Kenyon College, offered some observations on the morning's discussions which are to be found on pages 94-99.

### *Second Session*

At 12:30 P.M. two luncheon discussions were held, one attended by some sixty persons and the other by nearly a hundred. President Thurston J. Davies of Colorado College, presided over the luncheon held under the auspices of the Commission on the Arts, where the chief speaker was Dean Samuel T. Arnold, Director of the Arts Program for the Association. President J. F. Zimmerman, Chairman of the Commission on Cultural Relations with

Latin-America, presided over the other luncheon, with the chief speaker being Professor B. M. Cherrington of the University of Denver.

*Third Session*

The Thursday afternoon session was convened at 2:30 o'clock with Director Charles E. Diehl in the chair during the reading of the presidential address by President Edward V. Stanford. This excellent address is to be found on pages 105-109.

President Frederick P. Keppel of the Carnegie Corporation of New York, then gave an address on "American Colleges from the Sidelines." (See pages 37-44.)

President William P. Tolley, Chairman of the Commission on Academic Freedom and Academic Tenure gave his report, which is to be found on pages. 122-126. Doctor Tolley's motion to adopt the report was seconded by President William C. Dennis of Earlham College, who stated that he thoroughly concurred in the report, although previously he had been opposed to certain features but approved when the interpretation of the principles involved was agreed upon, as indicated in the body of the report. President Ernest J. Jaqua of Scripps College, also seconded the motion for adoption, calling attention to the fact that the questions of rank and tenure are completely separated in the report and that the report is an advisory suggestion of principles and not a set of rules.

After further discussion by President Herbert J. Burgstahler of Ohio Wesleyan University, President Daniel L. Marsh of Boston University, and President Rufus B. von KleinSmid of the University of Southern California, the report was unanimously adopted.

Dean Francis L. Meade of Niagara University, gave the report for the Committee on Insurance and Annuities (See pages 130-132) and moved the acceptance of the report which gave support to the amendment of the Social Security Act which would include the colleges under the provisions relating to old-age pensions and survivors' benefits but not under the titles referring to unemployment compensation. The motion to adopt was seconded by President Daniel L. Marsh of Boston University. President G. Morris Smith of Susquehanna University inquired whether coverage by the Social Security Act for old-age pensions and sur-

vivors' benefits would interfere with retirement arrangements previously made by individual colleges. With assurances given that satisfactory adjustments could be made, the report was adopted without further debate.

In the absence of Chairman R. H. Fitzgerald of the Commission on the Arts, Dean Samuel T. Arnold, Director of the Arts Program, gave his report. (See pages 135-137.)

President Harry M. Gage, Chairman of the Commission on Teacher Education, moved the receipt of the report of his commission and adoption of the two recommendations contained therein. (See pages 138-142.) The motion was seconded by President Robert C. Clothier of Rutgers University, and adopted by unanimous vote.

President J. F. Zimmerman, Chairman of the Commission on Cultural Relations with Latin-America, presented the report of his commission and moved its adoption. With a second by President Aurelia Reinhardt of Mills College, the report was unanimously adopted. (See pages 143-144.)

#### *Fourth Session*

In place of the customary annual dinner there was held a public meeting in the Pasadena Civic Auditorium which has a seating capacity of nearly three thousand. A number of the presidents and deans of the member colleges had arranged for meetings of their alumni in the area, for whom reserved seats had been set aside in the auditorium. These groups and a great number of other interested persons nearly taxed the capacity of the auditorium. President Elam J. Anderson of the University of Redlands, this year's president of the Association of Colleges and Universities of the Pacific Southwest, presided. Music was rendered by the combined glee clubs of Loyola University, Mount Saint Mary's College, Occidental College, Pomona College, University of Redlands, and the University of Southern California. Under the direction of Professor W. B. Olds of the University of Redlands, the audience and glee clubs sang "The Star Spangled Banner." President Anderson very graciously welcomed the visiting college representatives and the many guests present, with appropriate thanks to the participating glee club members and the directors and accompanists. Brief response



was made by Executive Director Snively, who called attention to the presence on the platform of President John W. Harbeson of the Pasadena Junior College, pioneer in the junior college field.

Walter Wanger, president of Academy of Motion Picture Arts and Sciences, spoke briefly on the ideals of the Academy and of the program to be given the delegates on Saturday by the Academy.

Reinhold Schairer, Head, Department of International Studies and Relations, University of London, Institute of Education, gave an eloquent address on "Reconstruction after Hitler." (See pages 23-36.)

The Honorable Henry Luce, Editor of *Time*, *Life*, *Fortune*, and *The Architectural Forum*, gave a very compelling address on "America as a World Power." (See pages 6-15.)

The combined glee clubs sang the "Hallelujah Chorus" from "The Messiah" of Handel and Sibelius' "Onward Ye Peoples."

Recognition of the presence on the platform and the brilliant accomplishments in the realm of higher education by Doctor Robert L. Kelly, Executive Director Emeritus of the Association of American Colleges was made in a few well-chosen remarks by Executive Director Snively. Similar recognition was given Doctor James A. Blaisdell, President Emeritus of the Claremont Colleges and founder of the Association of Colleges and Universities of the Pacific Southwest, by President Remsen D. Bird of Occidental College.

#### FRIDAY, JANUARY 10

##### *Fifth Session*

The Association was re-assembled at 10:00 A.M., Friday, January 10. President Carter Davidson of Knox College, gave an address on "Liberal Education at the Several Academic Levels." (See pages 62-74.)

Doctor Louis B. Wright of the Committee on Fellowships of the Huntington Library and Art Gallery gave an address on "Teaching and Research." (See pages 75-82.)

Count Carlo Sforza, formerly Italian Minister of Foreign Affairs, gave an address on "The Totalitarian Danger and American Higher Education." (See pages 16-22.)

A summary of all of the discussions with answers given to certain queries raised was made by Professor Theodore M. Greene.

President John L. Seaton of the Commission on Public Relations made the following report, previously endorsed by the Board of Directors, which was seconded by President Harry M. Gage of Coe College, and unanimously adopted.

In view of the present limited emergency which may profoundly affect the colleges, the Board of Directors and the Commission on Public Relations adopted the following resolution:

In supporting the Selective Training and Service Act of 1940, the Association of American Colleges calls attention to the fact that it is an act passed and operative when the nation is not at war and therefore may fairly be evaluated and applied along with other procedures that defend and strengthen democracy.

The Selective Training and Service Act presupposes the values of American democracy. Education that makes a people competent to exercise the rights and duties of intelligent citizenship is as important in the perpetuation of democracy as technical knowledge in the military sciences. To this end we regard education provided by institutions of higher learning, the humanities and the sciences alike, as of comparable worth and effectiveness.

Mindful of our responsibility in this field, we petition Congress to adopt an amendment that:

- (1) Would put all institutions of higher learning upon the same basis with respect to matters involved in the Selective Training and Service Act;

- (2) Would extend the policy provided in the present Selective Training and Service Act permitting college and university students to defer call for military training and service until July 1, 1941, so that during the continuance of peace-time conscription regularly enrolled college and university students may complete the academic year in which they may become subject to call.

For the Committee on Resolutions, President William C. Dennis of Earlham College, made the following report, which was adopted:

While no formal resolutions have been referred to this committee, we desire to express the sincere and hearty appreciation of the Association to the Committee on Local Arrangements, Doctor Remsen D. Bird, Occidental College, Chairman, for the unusual and effective plans for our Annual Meeting, which plans are being so perfectly carried out. We

feel that no arrangements in behalf of the Association in the past have surpassed the plans which were made for the 1941 session.

We can but rejoice in the admirable work being done by the Association of American Colleges. Under the able leadership of President E. V. Stanford, the officers, directors, and commissions have been alert to the demands forced upon us in these trying days. We are particularly grateful for the intelligent, far-visioned attitude and work manifested in the matter of defense.

The faithfulness and ability of the Executive Director, Doctor Guy E. Snavelly, is recognized and appreciated by the entire membership of the Association. The presence at our meeting of Doctor Robert L. Kelly, Executive Director Emeritus, and of Mrs. Kelly, has been a pleasure and inspiration to every member of the Association. We are happy to note that the financial affairs of the Association are in excellent condition.

The program for the present meeting was exceptionally well planned, and each session has reached a high level of information and inspiration.

R. C. GRANBERRY  
W. C. DENNIS  
G. MORRIS SMITH

The following resolution proposed by President Herbert J. Burgstahler of Ohio Wesleyan University, was adopted:

I move that the program for next year allow at least one half the time allowed for speakers for discussion and that the chairman used a gavel if necessary.

The following resolutions presented by President Gordon K. Chalmers of Kenyon College, and seconded by President Herbert J. Burgstahler of Ohio Wesleyan University, were adopted after discussion by President Edward J. Sparling of Central Y. M. C. A. College and President Remsen D. Bird of Occidental College

1. That the Executive Director be instructed to send Doctor Frank Aydelotte a message expressing for the Association of American Colleges our interest in the work of the U. S. Committee on Educational Reconstruction and our desire to cooperate with it.

2. That the Association send a message to Professor Fred Clark, the Director of the Institute of Education of the University of London a message expressing our admiration for the courage and vision of British educators who are plan-

ning the revival of generous and friendly education in Europe and stating that after Doctor Schairer's presentation of the plans of the Committee on Educational Reconstruction, we affirm our great hope and our earnest desire to help prepare for a better-taught world through better education.

3. That the Board of Directors appoint a Committee of Collaboration in matters of Educational Reconstruction, the Committee to serve as a medium of cooperation with the U. S. Committee on Educational Reconstruction. The Committee will be expected to keep in close touch with the U. S. Committee on Educational Reconstruction in order to learn what is applicable to American Education in the contemporary educational experiences of Europe, and to propose from time to time to the member institutions of the Association what might be done in the American Colleges and Universities to prepare for our part in the task of educational reconstruction which lies ahead.

In accordance with the instructions contained in the resolutions, the Executive Director sent the following cablegram to Professor Clark and a copy of it to Doctor Frank Aydelotte, Director of the Institute for Advanced Study, who is Chairman of the U. S. Committee on Educational Reconstruction:

January 16, 1941

Professor Fred Clark  
Director, Institute of Education  
University of London  
London, ENGLAND

The Association of American Colleges representing 600 colleges and universities unanimously voted at annual meeting in California to express profound admiration for the courage and vision of British educators who are planning the revival of generous friendly and liberal education in Europe and to state that after Doctor Schairer's presentation of plans of Committee on Educational Reconstruction we affirm our great hope and earnest desire to help prepare a better-taught world through better education. This resolution has been implemented by establishment of committee of the Association to collaborate with you and United States Committee in matters of educational reconstruction.

GUY E. SNAVELY, Executive Director  
Association of American Colleges  
New York, New York, U.S.A.

In the absence of Chairman Meta Glass of the Nominating Committee, President Charles K. Edmunds of Pomona College,

reported the list of officers and commission members as found on pages two and three of this issue of the BULLETIN. On his motion the Executive Director was instructed to cast the ballot for the officers and commission members as presented. By unanimous vote these were declared elected.

*Sixth Session*

At 12:30 P.M., the delegates adjourned to the main dining room of the Hotel Huntington for luncheon and to hear a brilliant address by Doctor Paul van Zeeland, former Prime Minister of Belgium. Doctor van Zeeland spoke "off the record," hence we are unable to publish his address. Needless to say, his remarks were most impressive.

Immediately upon adjournment of the luncheon session, the delegates went in cars furnished by the Pasadena Chamber of Commerce to visit the Henry E. Huntington Library and Art Gallery and to the California Institute of Technology. At the latter a brief address of welcome was given by Doctor Robert A. Millikan, Chairman of the Executive Council of the Institute.

Upon the invitation of the Columbia Broadcasting System, a panel discussion on "Pressing Present-Day College Problems" was broadcast over Columbia's West Coast Network (recorded and repeated the following afternoon over the local KNX Station), participated in by Dean Herbert E. Hawkes of Columbia College, President W. H. Cowley of Hamilton College, President R. C. Hutchison of Washington and Jefferson College, President C. E. Wildman of DePauw University, and Executive Director Snively.

At 8:00 P.M., the delegates were the guests of the California Graduate School of Design, where they visited the exhibition, "Design Today," and had a preview of the documentary film, "Design for Industry." Doctor Walter Baermann, Director of the California Graduate School of Design, gave an address on "Contemporary Design in Education." (See pages 83-93.)

An unusual extra addition to the program was the visit on Saturday, January 11, to the Metro-Goldwyn-Mayer Studios in Culver City, concluding with a luncheon, where the delegates and many of the world-famous movie stars were the joint guests of the Academy of Motion Picture Arts and Sciences and of the

Motion Picture Producers' Association. The president of the Academy, Mr. Walter Wanger, presided over the luncheon session. Previous to the luncheon, the delegates made a tour of the several sets, having a fine opportunity to see "Motion Pictures from the Outside." Then they had the opportunity of seeing "Motion Pictures from the Inside," being present at a rehearsal of a dance number from "Ziegfeld Girl" and at a "shooting" of a courtroom scene from "Andy Hardy's Private Secretary," where Mickey Rooney was the chief actor.

At the luncheon speeches were made by Dr. Louis B. Mayer (see pp. 100-102) for the host studios, by President Rufus B. von KleinSmid, and by Mr. Walter Wanger (see pp. 103-104): to these a brilliant response was made on behalf of the delegates by President R. C. Clothier of Rutgers University. During the luncheon the delegates were entertained with skits by Judy Garland, Nelson Eddy, Allan Jones, "Red" Skelton, and Edgar Bergen, with his inimitable Charlie McCarthy in academic cap and gown.

Respectfully submitted,

GUY E. SNAVELY,  
*Executive Director*



# MEMBERS OF THE ASSOCIATION OF AMERICAN COLLEGES

OFFICERS AND MEMBERS OF THE BOARD OF DIRECTORS  
FOR THE YEAR ENDING JANUARY, 1942

GUY E. SNAVELY

*Executive Director*

19 West 44th Street, New York City

*President*, REMSEN D. BIRD, President of Occidental College  
*Vice-President*, CHARLES E. DIEHL, President of Southwestern  
*Treasurer*, LEROY E. KIMBALL, Comptroller of New York University  
*Executive Director Emeritus*, ROBERT L. KELLY, Claremont, California  
JAMES B. CONANT, President of Harvard University  
MILDRED H. MCAFEE, President of Wellesley College  
WILLIAM P. TOLLEY, President of Allegheny College  
SAMUEL K. WILSON, President of Loyola University

By order of the Association, in the case of universities the unit of membership is the university college of liberal arts. Unless otherwise indicated the name of the president or the chancellor is given in the column headed *Executive Officer*.

## INSTITUTION

## EXECUTIVE OFFICER

### ALABAMA

Alabama College, Montevallo.....	A. F. Harman
Alabama Polytechnic Institute, Auburn.....	L. N. Duncan
Birmingham-Southern College, Birmingham.....	R. R. Paty
Howard College, Birmingham.....	Harwell G. Davis
Huntingdon College, Montgomery.....	Hubert Searcy
Judson College, Marion.....	L. G. Cleverdon
Spring Hill College, Spring Hill.....	W. D. O'Leary
Talladega College, Talladega.....	B. G. Gallagher
Tuskegee Normal and Industrial Institute, Tuskegee Institute	Frederick D. Patterson
University of Alabama, University.....	Richard C. Foster

### ARIZONA

University of Arizona, Tucson.....	Alfred Atkinson
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### ARKANSAS

Agricultural, Mechanical and Normal College, Pine Bluff.....	John B. Watson
Arkansas State College, Jonesboro.....	V. C. Kays

College of the Ozarks, Clarksville.....	Wiley Lin Hurie
Hendrix College, Conway.....	J. H. Reynolds
Ouachita College, Arkadelphia.....	James R. Grant
Philander Smith College, Little Rock.....	M. LaFayette Harris

## CALIFORNIA

California Institute of Technology, Pasadena.....	Robert A. Millikan
College of the Holy Names, Oakland.....	Sister Mary Austin, <i>Dean</i>
College of the Pacific, Stockton.....	Tully C. Knoles
Dominican College, San Rafael.....	Mother M. Raymond
George Pepperdine College, Los Angeles.....	Hugh M. Tiner
Immaculate Heart College, Hollywood.....	Sister Mary Eucharis
La Verne College, La Verne.....	C. Ernest Davis
Loyola University, Los Angeles.....	Charles A. McQuillan
Mills College, Mills College.....	Aurelia H. Reinhardt
Mount St. Mary's College, Los Angeles.....	Mother Dolorosa
Occidental College, Los Angeles.....	Remsen duBois Bird
Pomona College, Claremont Colleges, Claremont.....	Charles K. Edmunds
St. Mary's College, St. Mary's College P. O.....	Brother Albert
San Francisco College for Women, San Francisco.....	Mother Leonor Mejia
Scripps College, Claremont Colleges, Claremont.....	E. J. Jaqua
Stanford University, Stanford University.....	Ray Lyman Wilbur
University of Redlands, Redlands.....	Elam J. Anderson
University of San Francisco, San Francisco.....	William J. Dunne
University of Southern California, Los Angeles.....	R. B. von KleinSmid
Whittier College, Whittier.....	W. O. Mendenhall

## COLORADO

Colorado College, Colorado Springs.....	Thurston J. Davies
University of Denver, Denver.....	Caleb Frank Gates, Jr.

## CONNECTICUT

Albertus Magnus College, New Haven.....	Sister M. Isabel
Connecticut College for Women, New London.....	Katharine Blunt
St. Joseph College, West Hartford.....	Sister M. Rosa, <i>Dean</i>
Trinity College, Hartford.....	Remsen B. Ogilby
University of Connecticut, Storrs.....	Albert N. Jorgensen
Wesleyan University, Middletown.....	James L. McConaughy
Yale University, New Haven.....	Charles Seymour

## DELAWARE

University of Delaware, Newark.....	Walter Hullihen
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## DISTRICT OF COLUMBIA

American University, Washington.....	Edward W. Engel, <i>Acting</i>
Catholic University of America, Washington.....	Joseph M. Corrigan

Dunbarton College of Holy Cross, Washington.....	Sister M. Rose Elizabeth
George Washington University, Washington.....	C. H. Marvin
Georgetown University, Washington.....	Arthur A. O'Leary
Howard University, Washington.....	Mordecai W. Johnson

FLORIDA

Florida Agricultural and Mechanical College, Tallahassee.....	J. R. E. Lee
Florida-Southern College, Lakeland.....	Ludd M. Spivey
Florida State College for Women, Tallahassee.....	Edward Conradi
John B. Stetson University, De Land.....	W. S. Allen
Rollins College, Winter Park.....	Hamilton Holt
University of Florida, Gainesville.....	John J. Tigert
University of Miami, Coral Gables.....	Bowman F. Ashe

GEORGIA

Agnes Scott College, Decatur.....	James R. McCain
Atlanta University, Atlanta.....	Rufus E. Clement
Berry College, Mount Berry.....	G. Leland Green
Bessie Tift College, Forsyth.....	C. L. McGinty
Brenau College, Gainesville.....	H. J. Pearce
Clark College, Atlanta.....	M. S. Davage
Emory University, Emory University.....	Harvey W. Cox
Georgia State College for Women, Milledgeville.....	Guy H. Wells
Georgia State Woman's College, Valdosta.....	Frank R. Reade
Mercer University, Macon.....	Spright Dowell
Morehouse College, Atlanta.....	Benjamin E. Mays
Morris Brown College, Atlanta.....	Wm. A. Fountain, Jr.
Paine College, Augusta.....	E. C. Peters
Piedmont College, Demorest.....	Malcolm B. Dana
Shorter College, Rome.....	Paul M. Cousins
Spelman College, Atlanta.....	Florence M. Read
University of Georgia, Athens.....	Harmon W. Caldwell
Wesleyan College, Macon.....	Dice R. Anderson

IDAHO

College of Idaho, Caldwell.....	William Webster Hall, Jr.
Northwest Nazarene College, Nampa.....	Russell V. DeLong

ILLINOIS

Augustana College, Rock Island.....	Conrad Bergendoff
Aurora College, Aurora.....	Theodore Pierson Stephens
Barat College of the Sacred Heart, Lake Forest.....	Mother Reilly
Bradley Polytechnic Institute, Peoria.....	F. R. Hamilton
Carthage College, Carthage.....	Rudolph G. Schulz, Jr.
Central Y. M. C. A. College, Chicago.....	Edward J. Sparling
College of St. Francis, Joliet.....	Sister M. Aniceta

De Paul University, Chicago.....	Michael J. O'Connell
Elmhurst College, Elmhurst.....	Timothy Lehmann
Eureka College, Eureka.....	Burrus Dickinson
George Williams College, Chicago.....	Harold C. Coffman
Greenville College, Greenville.....	Henry J. Long
Illinois College, Jacksonville.....	H. Gary Hudson
Illinois Wesleyan University, Bloomington.....	W. E. Shaw
James Millikin University, Decatur.....	John C. Hessler
Knox College, Galesburg.....	Carter Davidson
Lake Forest College, Lake Forest.....	Herbert M. Moore
Loyola University, Chicago.....	Samuel K. Wilson
McKendree College, Lebanon.....	Clark R. Yost
MacMurray College, Jacksonville.....	Clarence P. McClelland
Monmouth College, Monmouth.....	J. H. Grier
Mundelein College, Chicago.....	Sister Mary Justitia
North Central College, Naperville.....	E. E. Rall
Northwestern University, Evanston.....	Franklyn Bliss Snyder
Rockford College, Rockford.....	Mary Ashby Cheek
Rosary College, River Forest.....	Sister M. Evelyn
St. Xavier College, Chicago.....	Sister Mary Genevieve Crane
Shurtleff College, Alton.....	Guy Wimmer
The Principia, Elsie.....	F. E. Morgan
University of Chicago, Chicago.....	A. J. Brumbaugh, <i>Dean</i>
University of Illinois, Urbana.....	M. T. McClure, <i>Dean</i>
Wheaton College, Wheaton.....	V. R. Edman

## INDIANA

Butler University, Indianapolis.....	Daniel Sommer Robinson
DePauw University, Greencastle.....	Clyde E. Wildman
Earlham College, Richmond.....	William C. Dennis
Evansville College, Evansville.....	Lincoln B. Hale, <i>Acting</i>
Franklin College, Franklin.....	Wm. G. Spencer
Goshen College, Goshen.....	Ernest E. Miller
Hanover College, Hanover.....	Albert G. Parker, Jr.
Indiana Central College, Indianapolis.....	I. J. Good
Indiana University, Bloomington.....	Herman B. Wells
Manchester College, North Manchester.....	Otho Winger
Rose Polytechnic Institute, Terre Haute.....	Donald B. Prentice
St. Mary's College, Notre Dame.....	Sister M. Madeleva
St. Mary-of-the-Woods College, St. Mary-of-the-Woods.....	Mother Mary Raphael
University of Notre Dame, Notre Dame.....	J. Hugh O'Donnell

## IOWA

Central College, Pella.....	Irwin J. Lubbers
Clarke College, Dubuque.....	Sister Mary Antonia Durkin
Coe College, Cedar Rapids.....	Harry M. Gage
Cornell College, Mt. Vernon.....	John B. Magee

Drake University, Des Moines.....	Emma J. Scott, <i>Registrar</i>
Grinnell College, Grinnell.....	Samuel Nowell Stevens
Iowa Wesleyan College, Mt. Pleasant.....	Stanley B. Niles
Loras College, Dubuque.....	M. J. Martin
Luther College, Decorah.....	O. J. H. Preus
Morningside College, Sioux City.....	Earl A. Roadman
Parsons College, Fairfield.....	Hubert C. Mayer
St. Ambrose College, Davenport.....	Ambrose J. Burke
Simpson College, Indianola.....	John O. Gross
State University of Iowa, Iowa City.....	Virgil M. Hancher
University of Dubuque, Dubuque.....	Dale D. Welch
Upper Iowa University, Fayette.....	Vivian T. Smith
William Penn College, Oskaloosa.....	Henry E. McGrew

# KANSAS

Baker University, Baldwin City.....	Nelson P. Horn
Bethel College, North Newton.....	Ed. G. Kaufman
College of Emporia, Emporia.....	Leslie G. Whitcomb
Friends University, Wichita.....	W. A. Young
Kansas Wesleyan University, Salina.....	Edgar K. Morrow
McPherson College, McPherson.....	V. F. Schwalm
Marymount College, Salina.....	Mother Rose Waller
Mount St. Scholastica College, Atchison.....	Mother Lucy Dooley
Municipal University of Wichita, Wichita.....	W. M. Jardine
Ottawa University, Ottawa.....	Andrew B. Martin
Saint Mary College, Leavenworth.....	A. M. Murphy
Southwestern College, Winfield.....	Frank E. Mossman
Sterling College, Sterling.....	H. A. Kelsey
Washburn College, Topeka.....	Philip C. King

# KENTUCKY

Asbury College, Wilmore.....	Z. T. Johnson
Berea College, Berea.....	Francis Stephenson Hutchins
Centre College, Danville.....	Robt. L. McLeod, Jr.
Georgetown College, Georgetown.....	Henry N. Sherwood
Nazareth College, Louisville.....	Sister M. Anastasia Coady
Transylvania College, Lexington.....	Raymond F. McLain
Union College, Barbourville.....	Conway Boatman
University of Kentucky, Lexington.....	Thomas P. Cooper, <i>Acting</i>
University of Louisville, Louisville.....	R. A. Kent

# LOUISIANA

Centenary College of Louisiana, Shreveport.....	Pierce Cline
Dillard University, New Orleans.....	Rudolph Moses, <i>Acting</i>
H. Sophie Newcomb College, New Orleans.....	Frederick Hard, <i>Dean</i>
Louisiana Polytechnic Institute, Ruston.....	E. S. Richardson

Louisiana State University, University.....	Paul M. Hebert, <i>Acting</i>
Loyola University, New Orleans.....	Percy A. Roy
Southwestern Louisiana Institute, Lafayette.....	L. E. Frazier
Tulane University, New Orleans.....	R. C. Harris
Ursuline College, New Orleans.....	Mother Mary Loretta
Xavier University, New Orleans.....	Mother M. Agatha

## MAINE

Bates College, Lewiston.....	Clifton D. Gray
Bowdoin College, Brunswick.....	Kenneth C. M. Sills
Colby College, Waterville.....	Franklin W. Johnson
St. Joseph's College, Portland.....	Sister Mary Honoratus
University of Maine, Orono.....	Arthur A. Hauck

## MARYLAND

College of Notre Dame of Maryland, Baltimore.....	Sister Mary Frances
Goucher College, Baltimore.....	David A. Robertson
Hood College, Frederick.....	Henry I. Stahr
Johns Hopkins University, Baltimore.....	Isaiah Bowman
Loyola College, Baltimore.....	Edward B. Bunn
Morgan State College, Baltimore.....	D. O. W. Holmes
Mount St. Mary's College, Emmitsburg.....	J. L. Sheridan
St. John's College, Annapolis.....	Stringfellow Barr
St. Joseph's College, Emmitsburg.....	Sister Paula Dunn
University of Maryland, College Park.....	H. C. Byrd
Washington College, Chestertown.....	Gilbert W. Mead
Western Maryland College, Westminster.....	Fred G. Holloway

## MASSACHUSETTS

American International College, Springfield.....	Chester S. McGown
Amherst College, Amherst.....	Stanley King
Boston College, Chestnut Hill.....	William J. Murphy
Boston University, Boston.....	Daniel L. Marsh
Clark University, Worcester.....	Wallace W. Atwood
College of Our Lady of the Elms, Chicopee.....	John R. Rooney, <i>Vice-Pres.</i>
Emmanuel College, Boston.....	Sister Agnes Cecilia
Harvard University, Cambridge.....	James B. Conant
Holy Cross College, Worcester.....	Joseph R. N. Maxwell
Massachusetts State College, Amherst.....	Hugh P. Baker
Mount Holyoke College, South Hadley.....	Roswell G. Ham
Regis College, Weston.....	Sister Genevieve Marie
Simmons College, Boston.....	Bancroft Beatley
Smith College, Northampton.....	Herbert J. Davis
Springfield College, Springfield.....	Ernest M. Best
Tufts College, Tufts College.....	Leonard Carmichael
Wellesley College, Wellesley.....	Mildred H. McAfee



Wheaton College, Norton.....	J. Edgar Park
Williams College, Williamstown.....	James P. Baxter, 3rd
Worcester Polytechnic Institute, Worcester.....	Watt Tyler Cluverius

# MICHIGAN

Adrian College, Adrian.....	Samuel J. Harrison
Albion College, Albion.....	John L. Seaton
Alma College, Alma.....	John Wirt Dunning
Emmanuel Missionary College, Berrien Springs.....	H. J. Klooster
Hillsdale College, Hillsdale.....	Willfred Mauck
Hope College, Holland.....	Wynand Wichers
Kalamazoo College, Kalamazoo.....	Paul L. Thompson
Marygrove College, Detroit.....	Sister M. Honora
Michigan State College of Agriculture and Applied Science, East Lansing.....	Robert S. Shaw
Nazareth College, Nazareth.....	Sister M. Kevin
Olivet College, Olivet.....	Joseph H. Brewer
Siena Heights College, Adrian.....	Mother M. Gerald
University of Detroit, Detroit.....	Charles H. Cloud
University of Michigan, Ann Arbor.....	Edward H. Kraus, Dean
Wayne University, Detroit.....	Frank Cody

# MINNESOTA

Augsburg College, Minneapolis.....	Bernhard Christensen
Carleton College, Northfield.....	D. J. Cowling
College of St. Benedict, St. Joseph.....	Sister Claire, Dean
College of St. Catherine, St. Paul.....	Sister Eucharista
College of St. Scholastica, Duluth.....	Mother M. Agnes Somers
College of St. Teresa, Winona.....	Sister Mary A. Molloy
College of St. Thomas, St. Paul.....	James H. Moynihan
Concordia College, Moorhead.....	J. N. Brown
Gustavus Adolphus College, St. Peter.....	O. J. Johnson
Hamline University, St. Paul.....	Charles N. Pace
Macalester College, St. Paul.....	Charles J. Turck
St. Mary's College, Winona.....	Brother Leopold
St. Olaf College, Northfield.....	L. W. Boe
University of Minnesota, Minneapolis.....	John T. Tate, Dean

# MISSISSIPPI

Belhaven College, Jackson.....	G. T. Gillespie
Blue Mountain College, Blue Mountain.....	Lawrence T. Lowrey
Millsaps College, Jackson.....	Marion L. Smith
Mississippi College, Clinton.....	D. M. Nelson
Mississippi State College, State College.....	G. D. Humphrey
Mississippi State College for Women, Columbus.....	B. L. Parkinson
University of Mississippi, University.....	A. B. Butts

## MISSOURI

Central College, Fayette.....	Robert H. Ruff
Culver-Stockton College, Canton.....	W. H. McDonald
Drury College, Springfield.....	James Franklin Findlay
Fontbonne College, St. Louis.....	Mother Joseph Aloysius
Lindenwood College, St. Charles.....	Guy C. Motley, <i>Acting</i>
Maryville College, St. Louis.....	Mother Marie-Odéide Mouton
Missouri Valley College, Marshall.....	Thos. W. Bibb
Park College, Parkville.....	William L. Young
Rockhurst College, Kansas City.....	Wm. H. McCabe
St. Louis University, St. Louis.....	Harry B. Crimmins
University of Missouri, Columbia.....	F. A. Middlebush
Washington University, St. Louis.....	George R. Throop
Webster College, Webster Groves.....	George F. Donovan
Westminster College, Fulton.....	Franc L. McCluer
William Jewell College, Liberty.....	John F. Herget

## MONTANA

Carroll College, Helena.....	Emmet J. Riley
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## NEBRASKA

Creighton University, Omaha.....	J. P. Zuercher
Doane College, Crete.....	Bryan S. Stoffer
Duchesne College, Omaha.....	Mother Eleanor Regan
Hastings College, Hastings.....	John W. Creighton
Nebraska Wesleyan University, Lincoln.....	B. F. Schwartz
Union College, Lincoln.....	A. H. Rulkoetter
University of Nebraska, Lincoln.....	C. S. Boucher
University of Omaha, Omaha.....	Rowland Haynes
York College, York.....	J. B. Overmiller

## NEW HAMPSHIRE

Dartmouth College, Hanover.....	Ernest M. Hopkins
St. Anselm's College, Manchester.....	Bertrand C. Dolan
University of New Hampshire, Durham.....	Fred Engelhardt

## NEW JERSEY

Brothers College, Drew University, Madison.....	Arlo A. Brown
College of St. Elizabeth, Convent Station.....	Sister Marie José Byrne, <i>Dean</i>
Georgian Court College, Lakewood.....	Mother Mary John
New Jersey College for Women, Rutgers University, New Brunswick.....	Margaret T. Corwin, <i>Dean</i>
Princeton University, Princeton.....	Harold W. Dodds
Rutgers University, New Brunswick.....	Robert C. Clothier
St. Peter's College, Jersey City.....	Dennis J. Comey
Seton Hall College, South Orange.....	James F. Kelley
Upsala College, East Orange.....	Evald B. Lawson

NEW MEXICO

University of New Mexico, Albuquerque.....J. F. Zimmerman

NEW YORK

Adelphi College, Garden City.....Paul D. Eddy

Alfred University, Alfred.....J. Nelson Norwood

Bard College, Columbia University, Annandale-on-Hudson

Charles Harold Gray, *Dean*

Barnard College, Columbia University, New York

Virginia C. Gildersleeve, *Dean*

Brooklyn College, Brooklyn.....Harry David Gideonse

Canisius College, Buffalo.....Francis A. O'Malley

Clarkson College of Technology, Potsdam.....John A. Ross, Jr.

Colgate University, Hamilton.....George B. Cutten

College of the City of New York, New York.....Harry N. Wright, *Acting*

College of Mt. St. Vincent, New York.....Sister Catherine Marie, *Dean*

College of New Rochelle, New Rochelle.....Francis W. Walsh

College of St. Rose, Albany.....Sister M. Rosina, *Dean*

Columbia College, Columbia University, New York.....Herbert E. Hawkes, *Dean*

Cornell University, Ithaca.....Robert M. Ogden, *Dean*

D'Youville College, Buffalo.....Sister Grace of the Sacred Heart

Elmira College, Elmira.....Wm. S. A. Pott

Fordham University, New York.....Robert I. Gannon

Good Counsel College, White Plains.....Mother M. Aloysia

Hamilton College, Clinton.....Wm. H. Cowley

Hartwick College, Oneonta.....Henry J. Arnold

Hobart College, Geneva.....Wm. Alfred Eddy

Hofstra College, Hempstead.....Truesdel Peck Calkins

Houghton College, Houghton.....Stephen W. Paine

Hunter College, New York.....George N. Shuster

Keuka College, Keuka Park.....Chloe Owings, *Dean*

Manhattan College, New York.....Brother Victor

Manhattanville College of the Sacred Heart, New York

Mother Grace C. Dammann

Marymount College, Tarrytown-on-Hudson.....Mother M. Gerard

Nazareth College, Rochester.....Sister Teresa Marie, *Dean*

New York University, New York.....Harold O. Voorhis, *Sec.*

Niagara University, Niagara Falls.....Joseph M. Noonan

Polytechnic Institute of Brooklyn.....Harry S. Rogers

Queens College, Flushing.....Paul Klapper

Russell Sage College, Troy.....J. L. Meader

Saint Bonaventure College, Saint Bonaventure.....Thomas Plassman

St. Francis College, Brooklyn.....Brother Columba

St. John's University, Brooklyn.....Edward J. Walsh

St. Joseph's College for Women, Brooklyn.....William T. Dillon, *Dean*

St. Lawrence University, Canton.....Millard H. Jencks, *Acting*

Sarah Lawrence College, Bronxville.....	Constance Warren
Skidmore College, Saratoga Springs.....	Henry T. Moore
Syracuse University, Syracuse.....	W. P. Graham
Union College, Schenectady.....	Dixon Ryan Fox
United States Military Academy, West Point.....	Robert L. Eichelberger
University of Buffalo, Buffalo.....	Samuel P. Capen
University of Rochester, Rochester.....	Alan C. Valentine
Vassar College, Poughkeepsie.....	Henry N. MacCracken
Wagner College, Staten Island.....	Clarence C. Stoughton
Wells College, Aurora.....	William E. Weld
Yeshiva College, New York.....	Jacob I. Hartstein, Registrar

## NORTH CAROLINA

Agricultural and Technical College, Greensboro.....	F. D. Bluford
Bennett College, Greensboro.....	David D. Jones
Catawba College, Salisbury.....	Howard R. Omwake
Davidson College, Davidson.....	John R. Cunningham
Duke University, Durham.....	Robert L. Flowers
Elon College, Elon College.....	L. E. Smith
Flora Macdonald College, Red Springs.....	Henry G. Bedinger
Greensboro College, Greensboro.....	Luther L. Gobbel
Guilford College, Guilford College.....	Clyde A. Milner
High Point College, High Point.....	Gideon I. Humphreys
Johnson C. Smith University, Charlotte.....	H. L. McCrorey
Lenoir Rhyne College, Hickory.....	P. E. Monroe
Livingstone College, Salisbury.....	W. J. Trent
Meredith College, Raleigh.....	Carlyle Campbell
North Carolina College for Negroes, Durham.....	James E. Shepard
Queens College, Charlotte.....	Hunter B. Blakely
Salem College, Winston-Salem.....	H. E. Rondthaler
Shaw University, Raleigh.....	Robert P. Daniel
University of North Carolina, Chapel Hill.....	Frank P. Graham
Wake Forest College, Wake Forest.....	Thurmin D. Kitchin

## NORTH DAKOTA

Jamestown College, Jamestown.....	B. H. Kroeze
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## OHIO

Antioch College, Yellow Springs.....	A. D. Henderson
Ashland College, Ashland.....	Edward G. Mason
Baldwin-Wallace College, Berea.....	Louis C. Wright
Bluffton College, Bluffton.....	Lloyd L. Ramseyer
Capital University, Columbus.....	Otto Mees
College of Mount St. Joseph, Mount St. Joseph.....	Sister Maria Corona, Dean
College of Wooster, Wooster.....	C. F. Wishart
Defiance College, Defiance.....	John W. Claxton

Denison University, Granville.....	Kenneth I. Brown
Findlay College, Findlay.....	Homer R. Dunathan
Heidelberg College, Tiffin.....	Clarence E. Josephson
Hiram College, Hiram.....	Paul H. Fall
John Carroll University, Cleveland.....	E. C. Horne
Kent State University, Kent.....	Karl C. Leebrick
Kenyon College, Gambier.....	Gordon Keith Chalmers
Lake Erie College, Painesville.....	Vivian B. Small
Marietta College, Marietta.....	Harry Kelso Eversull
Mary Manse College, Toledo.....	Sister M. Catherine Raynor
Mount Union College, Alliance.....	Chas. B. Ketcham
Muskingum College, New Concord.....	Robert N. Montgomery
Notre Dame College, South Euclid.....	Mother Mary Evarista
Oberlin College, Oberlin.....	Ernest H. Wilkins
Ohio Northern University, Ada.....	Robert Williams
Ohio Wesleyan University, Delaware.....	Herbert J. Burgstahler
Otterbein College, Westerville.....	J. Ruskin Howe
St. Mary of the Springs College, Columbus.....	Sister Mary Aloyse
University of Akron, Akron.....	H. E. Simmons
University of Cincinnati, Cincinnati.....	Raymond Walters
Ursuline College, Cleveland.....	Mother M. Veronica
Western College, Oxford.....	Ralph K. Hickok
Western Reserve University, Cleveland.....	W. G. Leutner
Wilberforce University, Wilberforce.....	D. Ormonde Walker
Wilmington College, Wilmington.....	Arthur Watson
Wittenberg College, Springfield.....	Rees E. Tulloss
Xavier University, Cincinnati.....	Dennis F. Burns
Youngstown College, Youngstown.....	Howard W. Jones

OKLAHOMA

Bethany-Peniel College, Bethany.....	A. K. Bracken
Oklahoma Agricultural and Mechanical College, Stillwater.....	H. G. Bennett
Oklahoma City University, Oklahoma City.....	A. G. Williamson
Oklahoma College for Women, Chickasha.....	M. A. Nash
Phillips University, Enid.....	Eugene S. Briggs
University of Tulsa, Tulsa.....	C. I. Pontius

OREGON

Albany College, Portland.....	C. W. Greene
Linfield College, McMinnville.....	Wm. G. Everson
Pacific University, Forest Grove.....	Walter C. Giersbach
Reed College, Portland.....	Dexter M. Keezer
University of Portland, Portland.....	Charles C. Miltner
Willamette University, Salem.....	Bruce R. Baxter

PENNSYLVANIA

Albright College, Reading.....	Harry V. Masters
Allegheny College, Meadville.....	William P. Tolley

Beaver College, Jenkintown.....	Raymon M. Kistler
Bucknell University, Lewisburg.....	A. C. Marts
Cedar Crest College for Women, Allentown.....	William F. Curtis
College Misericordia, Dallas.....	Sister Mary Loretta McGill
College of Chestnut Hill, Chestnut Hill.....	Sister Maria Kostka, <i>Dean</i>
Dickinson College, Carlisle.....	Fred P. Corson
Drexel Institute of Technology, Philadelphia.....	Parke R. Kolbe
Duquesne University, Pittsburgh.....	Raymond V. Kirk
Elizabethtown College, Elizabethtown.....	R. W. Schlosser
Franklin and Marshall College, Lancaster.....	John A. Schaeffer
Geneva College, Beaver Falls.....	McLeod M. Pearce
Gettysburg College, Gettysburg.....	Henry W. A. Hanson
Grove City College, Grove City.....	Weir C. Ketter
Haverford College, Haverford.....	Felix Morley
Immaculata College, Immaculata.....	Francis J. Furey
Juniata College, Huntingdon.....	Charles C. Ellis
Lafayette College, Easton.....	William Mather Lewis
La Salle College, Philadelphia.....	Brother E. Anselm
Lebanon Valley College, Annville.....	Clyde A. Lynch
Lehigh University, Bethlehem.....	Clement C. Williams
Lincoln University, Lincoln University.....	Walter L. Wright
Marywood College, Scranton.....	Sister M. Marcella, <i>Acting</i>
Mercyhurst College, Erie.....	Mother M. Borgia Egan, <i>Dean</i>
Moravian College, Bethlehem.....	William N. Schwarze
Moravian College for Women, Bethlehem.....	Edwin J. Heath
Mount Mercy College, Pittsburgh.....	Mother M. Irenaeus
Muhlenberg College, Allentown.....	Levering Tyson
Pennsylvania College for Women, Pittsburgh.....	Herbert L. Spencer
Pennsylvania State College, State College.....	R. D. Hetzel
Rosemont College, Rosemont.....	Mother Mary Cleophas
St. Francis College, Loretto.....	John P. Sullivan
St. Joseph's College, Philadelphia.....	Thomas J. Love
St. Vincent College, Latrobe.....	Alfred Koch
Seton Hill College, Greensburg.....	James A. W. Reeves
Susquehanna University, Selinsgrove.....	G. Morris Smith
Swarthmore College, Swarthmore.....	John W. Nason
Temple University, Philadelphia.....	Charles E. Beury
Thiel College, Greenville.....	Luther A. Malmberg, <i>Dean</i>
University of Pennsylvania, Philadelphia.....	Thomas S. Gates
University of Pittsburgh, Pittsburgh.....	John G. Bowman
University of Scranton, Scranton.....	Brother E. Leonard
Ursinus College, Collegeville.....	Norman E. McClure
Villa Maria College, Erie.....	Mother M. Helena
Villanova College, Villanova.....	Edward V. Stanford
Washington and Jefferson College, Washington.....	Ralph C. Hutchison
Waynesburg College, Waynesburg.....	Paul R. Stewart
Westminster College, New Wilmington.....	Robert F. Galbreath
Wilson College, Chambersburg.....	Paul Swain Havens



**PUERTO RICO**

Polytechnic Institute of Puerto Rico, San German.....Jarvis S. Morris

**RHODE ISLAND**

Brown University, Providence.....Henry M. Wriston  
Pembroke College, Brown University, Providence.....Margaret S. Morriss, *Dean*  
Providence College, Providence.....John J. Dillon

**SOUTH CAROLINA**

Coker College, Hartsville.....Charles S. Green  
College of Charleston, Charleston.....Harrison Randolph  
Columbia College, Columbia.....J. Caldwell Guilds  
Converse College, Spartanburg.....Edward M. Gwathmey  
Erskine College, Due West.....Robert C. Grier  
Furman University, Greenville.....John L. Plyler  
Lander College, Greenwood.....John W. Speake  
Limestone College, Gaffney.....R. C. Granberry  
Newberry College, Newberry.....James C. Kinard  
Presbyterian College, Clinton.....William P. Jacobs  
State Agricultural and Mechanical College, Orangeburg.....M. F. Whittaker  
The Citadel, Charleston.....C. P. Summerall  
Winthrop College, Rock Hill.....Shelton J. Phelps  
Wofford College, Spartanburg.....Henry N. Snyder

**SOUTH DAKOTA**

Augustana College, Sioux Falls.....Clemens M. Granskou  
Dakota Wesleyan University, Mitchell.....Joseph H. Edge  
Huron College, Huron.....Herbert G. Titt, *Dean*  
Sioux Falls College, Sioux Falls.....Warren P. Behan  
Yankton College, Yankton.....Joseph L. McCorison

**TENNESSEE**

Cumberland University, Lebanon.....Ernest L. Stockton  
Fisk University, Nashville.....Thomas E. Jones  
King College, Bristol.....Thos. P. Johnston  
Knoxville College, Knoxville.....John A. Cotton, *Acting*  
Lane College, Jackson.....J. F. Lane  
Lincoln Memorial University, Harrogate.....S. W. McClelland  
Maryville College, Maryville.....Ralph W. Lloyd  
Milligan College, Milligan.....Charles E. Burns, *Acting*  
Southwestern, Memphis.....Charles E. Diehl  
Tennessee College, Murfreesboro.....Merrill D. Moore  
Tusculum College, Greeneville.....Charles A. Anderson  
Union University, Jackson.....John J. Hurt  
University of Chattanooga, Chattanooga.....Archie M. Palmer

University of the South, Sewanee.....	Alexander Guerry
University of Tennessee, Knoxville.....	James D. Hoskins
Vanderbilt University, Nashville.....	O. C. Carmichael

## TEXAS

Abilene Christian College, Abilene.....	Don H. Morris
Baylor University, Waco.....	Pat M. Neff
Hardin-Simmons University, Abilene.....	W. R. White
Howard Payne College, Brownwood.....	Thomas H. Taylor
Incarinate Word College, San Antonio.....	Sister M. Columkille
Mary Hardin-Baylor College, Belton.....	Gordon G. Singleton
McMurry College, Abilene.....	Frank L. Turner
Our Lady of the Lake College, San Antonio.....	Mother M. Angelique, <i>Dean</i>
Rice Institute, Houston.....	E. O. Lovett
St. Edward's University, Austin.....	Stanislaus F. Lisewski
St. Mary's University of San Antonio, San Antonio.....	Walter F. Golatka
Southern Methodist University, Dallas.....	Umpfrey Lee
Southwestern University, Georgetown.....	J. W. Bergin
Texas Christian University, Fort Worth.....	E. M. Waits
Texas College, Tyler.....	D. R. Glass
Texas College of Arts and Industries, Kingsville.....	J. O. Loftin
Texas State College for Women, Denton.....	L. H. Hubbard
Texas Technological College, Lubbock.....	Clifford B. Jones
Texas Wesleyan College, Fort Worth.....	Law Sone
Trinity University, Waxahachie.....	Frank L. Wear
University of Texas, Austin.....	Homer P. Rainey
Wiley College, Marshall.....	M. W. Dogan

## UTAH

Brigham Young University, Provo.....	F. S. Harris
University of Utah, Salt Lake City.....	George Thomas

## VERMONT

Bennington College, Bennington.....	Robert D. Leigh
Middlebury College, Middlebury.....	Paul D. Moody
St. Michael's College, Winooski.....	James H. Petty
University of Vermont, Burlington.....	Newman K. Chaffee, <i>Acting</i>

## VIRGINIA

Bridgewater College, Bridgewater.....	Paul H. Bowman
College of William and Mary, Williamsburg.....	John S. Bryan
Emory and Henry College, Emory.....	J. N. Hillman
Hampden-Sydney College, Hampden-Sydney.....	Edgar Graham Gammon
Hampton Institute, Hampton.....	Malcolm S. MacLean
Hollins College, Hollins.....	Bessie C. Randolph
Lynchburg College, Lynchburg.....	R. B. Montgomery

Mary Baldwin College, Staunton.....	L. Wilson Jarman
Randolph-Macon College, Ashland.....	J. Earl Moreland
Randolph-Macon Woman's College, Lynchburg.....	Theodore H. Jack
Roanoke College, Salem.....	Charles J. Smith
Sweet Briar College, Sweet Briar.....	Meta Glass
University of Richmond, Richmond.....	F. W. Boatwright
University of Virginia, Charlottesville.....	John L. Newcomb
Virginia Military Institute, Lexington.....	Charles E. Kilbourne
Virginia Polytechnic Institute, Blacksburg.....	Julian A. Burruss
Virginia State College for Negroes, Ettrick.....	John M. Gandy
Virginia Union University, Richmond.....	William J. Clark
Washington and Lee University, Lexington.....	Francis P. Gaines

WASHINGTON

College of Puget Sound, Tacoma.....	Edward H. Todd
Gonzaga University, Spokane.....	Leo G. Robinson
Seattle Pacific College, Seattle.....	C. Hoyt Watson
Whitman College, Walla Walla.....	W. A. Bratton
Whitworth College, Spokane.....	Frank F. Warren

WEST VIRGINIA

Bethany College, Bethany.....	W. H. Cramblet
Davis and Elkins College, Elkins.....	R. T. L. Liston
Marshall College, Huntington.....	James E. Allen
Salem College, Salem.....	S. O. Bond
West Virginia State College, Institute.....	John W. Davis
West Virginia University, Morgantown.....	Chas. E. Lawall
West Virginia Wesleyan College, Buckhannon.....	Roy McCuskey

WISCONSIN

Beloit College, Beloit.....	Irving Maurer
Carroll College, Waukesha.....	G. T. Vander Lugt
Lawrence College, Appleton.....	Thomas N. Barrows
Milton College, Milton.....	J. G. Meyer
Milwaukee-Downer College, Milwaukee.....	Lucia R. Briggs
Mount Mary College, Milwaukee.....	Edward A. Fitzpatrick
Northland College, Ashland.....	J. D. Brownell
Ripon College, Ripon.....	Silas Evans

CANADA

Acadia University, Wolfville, Nova Scotia.....	F. W. Patterson
Mount Allison University, Sackville, New Brunswick.....	George J. Trueman
University of Western Ontario, London, Ontario.....	W. Sherwood Fox

**HONORARY MEMBERS**

American Association for the Advancement of Science  
American Association of University Professors  
American Association of University Women  
American Council of Learned Societies  
American Council on Education  
Carnegie Corporation  
Carnegie Foundation for the Advancement of Teaching  
Council of Church Boards of Education and its constituent Boards  
General Education Board  
Institute of International Education  
Jesuit Educational Association  
National Catholic Educational Association  
Social Science Research Council  
Southern Education Foundation  
United Chapters of Phi Beta Kappa  
United States Office of Education

# CONSTITUTION OF THE ASSOCIATION OF AMERICAN COLLEGES, INCORPORATED

## ARTICLE I

### PURPOSE

The purpose of the Association shall be the promotion of higher education in all its forms in the colleges of liberal arts and sciences which shall become members of this Association, and the prosecution of such plans as may make more efficient the institutions included in its membership.

## ARTICLE II

### NAME

The name of this Association shall be the "Association of American Colleges, Incorporated."

## ARTICLE III

### MEMBERSHIP

SECTION 1. The membership of the Association shall be composed of those colleges of liberal arts and sciences which may be duly elected to membership in the Association after recommendation by the Board of Directors.

SECTION 2. Honorary Membership.—The general secretaries of church boards of education and officials of educational foundations and other cooperating agencies may be elected to honorary membership.

## ARTICLE IV

### REPRESENTATION

Every institution recognized as a member of this Association shall be entitled to representation in each meeting of the Association by an accredited representative. Other members of the faculty or board of trustees of any institution belonging to this Association, the officers of church boards cooperating with such an institution, and the representatives of foundations and other cooperating agencies, shall be entitled to all the privileges of representatives except the right to vote. Each institution recognized

as a member of the Association shall be entitled to one vote on any question before the Association, the vote to be cast by its accredited representative.

## ARTICLE V

### FIELD OF OPERATION

SECTION 1. The territory in which the operations of the Association are principally to be conducted is the United States.

SECTION 2. The principal office of the Association shall be located in the City of New York, State of New York.

## ARTICLE VI

### OFFICERS

SECTION 1. The Association shall elect from its membership the following:

1. President
2. Vice-President
3. Executive Director
4. Treasurer

SECTION 2. The Executive Director shall be the executive officer of the Association and shall serve until his successor is duly elected. The other officers shall serve for one year or until their successors are duly elected. Election of officers shall be by ballot.

SECTION 3. The duties of the respective officers shall be those usually connected with said offices.

## ARTICLE VII

### BOARD OF DIRECTORS

SECTION 1. The Board of Directors shall consist of eight members, four of whom shall be elected by ballot by the Association, and the other four shall consist of the officers of the Association.

SECTION 2. The President of the Association shall be *ex officio* chairman of the Board of Directors.

SECTION 3. Except as provided by statute and as directed by the members of the Association, and subject to the Constitution and By-Laws, the Board of Directors shall have power to manage, operate and direct the affairs of the Association and fill all vacancies.



**ARTICLE VIII**

**QUORUM**

Representatives of twenty-five members of the Association shall be necessary to form a quorum for the transaction of business.

**ARTICLE IX**

**BY-LAWS**

The Association may enact By-Laws for its own government, not inconsistent with the provisions hereof and the certificate of incorporation.

**ARTICLE X**

**AMENDMENTS**

Amendments to the foregoing Constitution may be offered at any regular annual meeting, and shall be in writing, signed by the mover and two seconds. They shall then lie on the table until the next annual meeting, and shall require for their adoption the affirmative vote of two thirds of the members then present.

**BY-LAWS**

1. Applications for membership shall be made to the Board of Directors, which shall, after investigation of the standing of the institution, recommend to the Association.

2. The annual dues shall be fifty dollars (\$50.00) per member. Non-payment of dues for two successive years shall cause forfeiture of membership.

3. At least one meeting of the Association shall be held in the month of January of each calendar year. Special meetings may be called by the Board of Directors, provided that four-weeks' notice in writing be given each institution connected with the Association.

4. The place of the annual meeting of the Association shall be determined each year by the Board of Directors.

5. All expenditure of funds of the Association shall be authorized by resolution of the Association, or subject to later approval by the Association, by the Board of Directors.

6. The President shall appoint a Committee on Resolutions at the beginning of each annual meeting, to which shall be referred for consideration and recommendation all special resolutions offered by members of the Association.

7. The Executive Director shall mail three copies of all official bulletins to all institutions which are members of the Association. Additional copies, either for the institution or for any officer or faculty member, may be had at a special rate.

8. These By-Laws may be amended at any business session of the Association by two thirds vote, provided that notice of the proposed amendment has been presented at a previous session.

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#### POLICY

In accordance with the action of the Association, the working policy of the Association is a policy of *inclusiveness and inter-helpfulness rather than of exclusiveness.*

## FORMER PRESIDENTS

- 1915 President Robert L. Kelly, Earlham College; *Constitution adopted*
- 1915-16 President Robert L. Kelly, Earlham College
- 1916-17 President Henry Churchill King,\* Oberlin College
- 1917-18 President John S. Nollen, Lake Forest College
- President Hill M. Bell,\* Drake University, *Vice-President, presiding*
- 1918-19 President Donald J. Cowling, Carleton College
- 1919-20 President William A. Shanklin,\* Wesleyan University
- 1920-21 President Frederick C. Ferry, Hamilton College
- 1921-22 President Clark W. Chamberlain, Denison University
- 1922-23 President Charles A. Richmond,\* Union College
- President Samuel Plantz,\* Lawrence College, *Vice-President, presiding*
- 1923-24 President Harry M. Gage, Coe College
- 1924-25 Chancellor J. H. Kirkland,\* Vanderbilt University
- 1925-26 President Frank Aydelotte, Swarthmore College
- 1926-27 Dean John R. Effinger,\* University of Michigan
- 1927-28 President Lucia R. Briggs, Milwaukee-Downer College
- 1928-29 President Trevor Arnett, General Education Board
- 1929-30 President Guy E. Snavely, Birmingham-Southern College
- 1930-31 Dean Luther P. Eisenhart, Princeton University
- 1931-32 President Ernest H. Wilkins, Oberlin College
- 1932-33 President Irving Maurer, Beloit College
- 1933-34 President Edmund D. Soper, Ohio Wesleyan University
- 1934-35 President William Mather Lewis, Lafayette College
- 1935-36 President Henry M. Wriston, Lawrence College
- 1936-37 President James R. McCain, Agnes Scott College
- 1937-38 President James L. McConaughy, Wesleyan University
- 1938-39 President John L. Seaton, Albion College
- 1939-40 President Meta Glass, Sweet Briar College
- 1940-41 President Edward V. Stanford, Villanova College

\* Deceased.

## EDITORIAL NOTES

**I**RVING MAURER, president of Beloit College, was elected President of the Commission on Higher Education of the North Central Association of Colleges and Secondary Schools at the group's 45th annual convention in Chicago.

**T**HE MIDWESTERN PSYCHOLOGICAL ASSOCIATION will hold its annual meeting April 11 and 12, 1941, at Ohio University in Athens, Ohio, under the Presidency of Doctor E. A. Culler. About eight or ten sections and a similar number of symposia on special topics will be scheduled. Psychologists and others in related areas are invited to attend these meetings. Full details as to program, housing and transportation arrangements may be secured from the Secretary-Treasurer, Robert H. Seashore, Northwestern University, Evanston, Illinois.

**T**HE DIVISION OF CULTURAL RELATIONS IN WASHINGTON has written us as follows: "You will be interested to know that the FEDERATION OF COLOMBIAN STUDENTS has requested the American Ambassador at Bogota to assist it in obtaining material for publication in the national student organ, *El Estudiante*. The Ambassador reports that the organization is especially interested in procuring articles written in Spanish by American students, dealing with the general culture of the United States and with student life and campus activities in our universities. He also says that pictorial material would be especially welcome and that it is hoped that the Federation would be able to interest Spanish club groups and university student newspapers in exchanging publications with them. The Department is further informed that *El Estudiante* appears weekly and is disseminated to the leading colleges and universities of Colombia. Since the Federation is a newly founded organization which is nation-wide in scope, there would appear to exist a promising possibility for the creation of much good will among student circles in this country and in Colombia through the implementation of the suggestions mentioned above." We urge all member colleges to have the students of their Spanish departments respond to this request.

**THE WONDER OF LIFE** is a brief account of how we are born and how we grow up "Written for preadolescent and adolescent children, in a clear, uncondescending manner, avoiding all the sentimentality so often associated with books of this character." Approved by leading educators and authorities on sex education, it is a book for home and school. The authors are Milton I. Levine, M.D. and Jean H. Seligmann.

**NEGRO HISTORY WEEK**, sponsored by The Association for the Study of Negro Life and History, Inc., Washington, D. C., was celebrated February 9-16, 1941. Attention focused upon the Negro in relation to other races, and other races in relation to the Negro.

**THE PUBLISHERS OF PHILOSOPHIC ABSTRACTS** announce the publication of **WHO'S WHO IN PHILOSOPHY** in two volumes. Volume I, which covers philosophers in the United States, England and the British Dominions, will be available Spring 1941. Volume II, which covers philosophers in China, India, Japan, Soviet Russia, Italy, Germany, France and the smaller nations, will be published November, 1941. **WHO'S WHO IN PHILOSOPHY** offers a complete bibliography of the writings of all living philosophers. This bibliographical as well as biographical data has been supplied by the philosophers themselves. Attention is called to the fact that a listing of *unpublished dissertations* is also included.

**THE EARLY HISTORY OF COLUMBIA COLLEGE** published by the Columbia University Press in an address delivered before the Alumni on May 4, 1825, by Clement Clarke Moore of the Class of 1798 and Trustee of Columbia College, 1813-57. This address by Professor Moore, who is today remembered almost entirely as the author of "'Twas the Night Before Christmas," was reported in the *New York Evening Post*, May 6, 1825, and is here reproduced in facsimile from the copy in the Columbia University Library. This edition contains an excellent introduction by Milton Halsey Thomas, Curator of Columbiana.

**THE PHILOSOPHY OF GEORGE SANTAYANA** is the second volume of *The Library of Living Philosophers* edited by Paul Arthur Schilpp. (Volume I, *The Philosophy of John*

*Dewey* was reviewed in the November, 1939, issue of the *BULLETIN*). Following the same broad outline, Volume II opens with Santayana's own autobiography, under the title "A General Confession." His philosophy is then scrutinized and critically evaluated by eighteen philosophical contemporaries. These essays were read by Mr. Santayana after which he wrote his reply. There is also included a complete bibliography of Santayana's writings from 1880 to October, 1940. *The Library of Living Philosophers* when completed will be an achievement of incalculable value. And, to quote from Mr. Schilpp's *Preface*, "The publication of a volume like this in a time like the present seems to be particularly significant. It proves that the realm of ideas and of scholarship knows no national boundaries and is above the noise of strife and warfare." Published by Northwestern University, Evanston and Chicago.

**FLORIAN ZNANIECKI**, sometime professor of sociology, University of Poznan, Poland, and visiting professor of sociology, Columbia University, has written a book on a subject which it is strange no scholar has hitherto deemed it appropriate or necessary to apply his scholarship to: the position in society of his own institution—scholarship. **THE SOCIAL ROLE OF THE MAN OF KNOWLEDGE** is a sociological study of the scientist—"scientist" being used in its literal sense. The educator will learn much from this study, as well as be entertained immensely. "He will, probably for the first time, see himself in his true position as a member of his own society and his relationship therein to society as a whole." The publisher is the Columbia University Press.

**NEW ZEALAND OBSERVER—A Schoolmaster Looks at America** by J. E. Strachan, a Columbia University Press publication, is an extremely interesting and entertaining little volume of letters. Charles Dollard of the Carnegie Corporation of New York writes in his *Preface*: "The author of these letters is the principal of the high school in Rangiora, New Zealand, a town of some two thousand inhabitants, located about twenty miles north of Christchurch on the southernmost of the two islands which comprise the smallest and least populous Dominion of the British Empire. The letters were written during Feb-



ruary and March, 1938, while Mr. Strachan and his wife were traveling in the United States on a grant from the Carnegie Corporation of New York. They were addressed to his colleagues and students in the high school and were intended solely as a means of sharing an exciting experience with friends at home. As a professional educator, Mr. Strachan was chiefly interested in our educational machinery; hence he gives much attention to new experiments in primary and secondary education which were under way at the time of his visit. But his conviction that in an important sense the school must always be the product of its time and place provokes him to much thoughtful comment on the values and goals which characterize the contemporary American culture and give it direction."

**THEORIES OF SECONDARY EDUCATION IN THE UNITED STATES** is the title of Contributions to Education, No. 814, Bureau of Publications, Teachers College, Columbia University. The author, Joseph Justman, presents several of the main currents of theory evident in contemporary secondary education for comparative and critical examination. Each of the several theories has been described in terms of its fundamental values, social philosophy and psychology, as well as in concrete terms of its proposals for curriculum, organization and instruction. The final chapter is a most helpful comprehensive critical summary.

**HALFORD E. LUCCOCK** in his opening chapter of **AMERICAN MIRROR** writes, "It is the aim of this book to consider some of the impact of the decade, 1930-1940, on American life as it has found expression in the literature of the years. Our particular interest is in attempting to understand what the recordings, in literature, in fiction, poetry and drama, principally, of this mind-churning stress have been saying. To make the focus more limited, we are especially interested in the social and ethical and religious emphasis and implications of this record of experience." Dr. Luccock's book not only offers a striking and comprehensive survey of American literature from 1930 to 1940 but also contains an appraisal of every important novel, play and poem published during the last ten years. And, as explained by Dr. Luccock, "the basis of selection is the closeness of impact and

relationship to life as experienced in the present time." The publisher is The Macmillan Company.

**THE AMERICAN YOUTH COMMISSION** has been conducting during the past few years "a program of research into the needs of young people seeking jobs and a demonstration of several ways of meeting these needs." Howard M. Bell represented the Commission in the field work and in 1938 wrote the report *Youth Tell Their Story*. In 1940 another study of occupational adjustment was completed and Mr. Bell has prepared **MATCHING YOUTH AND JOBS** published by the **AMERICAN COUNCIL ON EDUCATION**. This volume sets down "in simple, practical terms just what an occupational adjustment program is and how it may function through agencies present in most communities, especially school systems." It is a significant contribution toward the solution of the problem of aiding the 1,750,000 young Americans who yearly attempt to adjust themselves.

**THE BACKGROUND FOR COLLEGE TEACHING** by Luella Cole presents information, constructively and in detail, which the author feels every young man or woman who is preparing for teaching in college or university needs. Miss Cole divides her material into five sections: I. The Present-Day Scene, II. The College Student, III. The Problems of Classwork, IV. The Social and Economic Aspects, V. The Measurement of Teaching. Many illustrative tables and graphs are used. One of Farrar and Rinehart Series in Education books (Alvin C. Eurich, Editor), it should prove a helpful manual for prospective teachers everywhere.

**I BELIEVE IN AMERICA** by Ray W. Sherman (published by the Veritas Press, New York) is a sincere effort to present an "American manifesto" as an aid to thinking through the confusion of our times and arriving at a workable answer to the question, "What does the future hold?" As Mr. Sherman points out, . . . "in times like these we can ease our minds greatly if we take today's confusion apart and look at it piece by piece." It is just this he attempts in this book with especial reference to our own America and our own particular problems. It points

out "how the things the past has taught us apply to our future and how each and everyone of us can look forward less uncertainly than we look now." *I Believe in America* is a direct challenge of our faith.

**CO-ORDINATED CONTROL OF HIGHER EDUCATION IN OREGON** by Charles David Byrne is a study undertaken to provide an accurate and comprehensive reply to queries concerning the operation and functioning of Oregon's State System of Higher Education and also to assess the results after six years of operation of the System. It is published by Stanford University Press.

**THE JUNIOR COLLEGE LIBRARY PROGRAM** by Harlen Martin Adams examines the present practices in 136 leading schools. The problems discussed are not limited to the junior college: the relationship between library services and instructional procedures; between librarian and instructor; between books and students. This book is published jointly by the American Library Association and Stanford University Press.

**THE INSTITUTE FOR ADMINISTRATIVE OFFICERS OF HIGHER INSTITUTIONS** for 1940 has published—at the University of Chicago Press—the Institute's proceedings as Volume XII—**STUDENT PERSONNEL SERVICES IN COLLEGES AND UNIVERSITIES**. The material was compiled and edited by John Dale Russell. The following phases of the general subject are discussed: (1) the obligation of the institution to its students; (2) administrative organization for student personnel services; (3) institutional provisions for understanding students; (4) interpretation and use of data in counselling students; (5) the extra-classroom life of the student; (6) evaluations of student personnel services.

**THE YEARBOOK OF PHILANTHROPY—1940—**by John Price Jones presents information and statistics covering American philanthropy since the year 1920, with charts and tables. In his first two chapters, Mr. Jones answers the questions "How Much is Given Away?" and "Who Does the Giving?". "The Determinants of Giving" is the title of Chapter III and is

a discussion of the various economic factors which may influence giving to philanthropy. In Chapters IV through XI Mr. Jones discusses the various fields of giving: Universities and Colleges; Community Chests; Hospitals; Religious Organizations; Museums; Foundations and Community Trusts; Family Welfare; The Hundred Neediest Cases. The final chapter—"Giving in Six Principal Cities"—outlines the statistical record of all publicly announced gifts and bequests in New York, Chicago, Philadelphia, Boston, Washington, D. C., and Baltimore. The Yearbook is published by The Inter-River Press of New York City.

**R**AY LYMAN WILBUR has recently published his third volume of addresses—**HUMAN HOPES**. These papers, as President Wilbur points out in his *Preface*, "give an impression of the social processes of the last two decades and some of their relations to Stanford University and to education in general. . . . There is here no continuity of subject; but education, particularly for *use* and for good citizenship, is the theme that runs through most of them." To list at random the titles of a few of these addresses is to whet the appetite for further enjoyable and profitable reading: "Be Square with Yourself"; "What's Education For?"; "Blinders for Youth"; "The Educational Mill"; "Human Hopes"; "Wheels." Published by Stanford University Press.

**T**HE NATIONAL DENTAL HYGIENE ASSOCIATION was organized and incorporated by the Martha M. Hall Foundation of New York on December 28, 1940, as a memorial to William Henry Hall to advance, through education, research and community aid, better dental health for a larger proportion of the people of the United States. The Association headquarters is in Washington, D. C. Randolph G. Bishop has been appointed Executive Secretary of the Association.

**T**HE NORTH CENTRAL ASSOCIATION'S Committee on the Preparation of High School Teachers in Colleges of Liberal Arts is sponsoring a series of conferences open to the faculties of the 188 independent liberal arts colleges in the north central area to discuss their problems and experiments in high school teacher

preparation. At each conference is expected a representation of about four-fifths subject-matter teachers and one-fifth education and administrative officials. The problems are being discussed primarily as they affect college teaching in the content areas. In addition to the sectional discussions, each conference is to be addressed by a high school superintendent on "What We Expect from the College" and one by an educational psychologist on the topic "Learning Problems at the College Level." The conferences are scheduled as follows: February 7, 8, Chicago, Illinois; February 14, 15, Springfield, Missouri; February 21, 22, Toledo, Ohio; February 28, March 1, Delaware, Ohio; March 7, 8, Greencastle, Indiana; March 14, 15, McPherson, Kansas; March 21, 22, Lincoln, Nebraska; March 28, 29, St. Paul, Minnesota; April 4, 5, Cedar Rapids, Iowa; April 18, 19, Galesburg, Illinois.

#### THE ROLE OF CANADIAN UNIVERSITIES IN WAR

"THE war cannot but intensify some of the educational problems that are always with us and add a few new ones, or at least, unusual ones. There is present everywhere in North America a popular tendency, which derives from its social and economic history, to lower standards of higher education. Our common erroneous conception of what is 'practical' and our almost blind faith in the importance of 'immediacy,' dull our understanding of the essence of true education. These are a baneful enough influence in time of peace but many times worse in time of war. The need to bring things to pass quickly in order to save our skins leads us to overlook the fact that if we are going to attain vital durable results we must be thorough. True, there are certain things in which speed of production is possible without loss of quality in the product. But we must constantly remind ourselves that real education is not one of these things; it requires time, patience and thoroughness or it ceases to be education.

". . . But in our zeal to heed this urgent call we must preserve our perspective and our clarity of vision. The importance of the humanities must not be overlooked in our attention to material things. After all we must remember that a people engaged in war still has its human problems and interests. Those subjects of study and investigation, broadly termed 'the humanities,'

deal with these problems and interests. Suggestions and ideas growing out of these subjects that may contribute even partially to the solution of these problems, will have some bearing upon the welfare of the people after the war and may lead to ways of abating the dangers of war in the future. 'Western' has a peculiar duty to foster the humanities, since the chief asset of the region she serves is 'people.' Nothing human, then is alien to her."—(Excerpt from *Report of the President*, 1939–1940, The University of Western Ontario, London, Canada.)



## CHANCELLOR KIRKLAND OF VANDERBILT: A REVIEW

THEODORE H. JACK

PRESIDENT, RANDOLPH-MACON WOMAN'S COLLEGE

**H**ERE, clearly set out in beautiful language by a master biographer, is the story of a man who created a great university out of small beginnings, who set the tone of medical education in a whole region, who conceived and brought to accomplishment the idea of a university center, who enlarged the ideas of the great foundations for a whole area, who brought about a veritable renaissance in education in the South, who as much as any one man set up standards by which higher education could be appraised, an educational statesman of the first rank who became the undisputed leader of an area stretching from the Potomac to the Mississippi.

A comprehensive history of higher education in the South is yet to be written, though many discriminating monographs of great value have appeared from time to time in that field. When this history is written, the leading character in the story will undoubtedly be Chancellor James Hampton Kirkland; the development of Vanderbilt University, his creation, will be one of the high peaks, and probably one of the most significant contributions to the picture will be found in Professor Edwin Mims' biography, *Chancellor Kirkland of Vanderbilt*.

Mims, himself an active and influential participant in the educational movements in the South during the past thirty or forty years, is peculiarly fitted to write this account of Kirkland, since he was closely in touch with the Chancellor during his entire administration covering a period of forty-four years and has had all the available material at his disposal.

In a series of fourteen chapters, packed with information much of which has hitherto been unpublished and therefore known to only a few, Mims presents the formative background of Kirkland in South Carolina and at Wofford College with a picture of the widening intellectual horizons in his German university days. Kirkland's work as a teacher of the classics at Vanderbilt and his growing promise as a scholar of distinctly high quality are followed by an account of his election to the chancellorship at Vanderbilt in 1893 at the age of thirty-four and his reorganization of that institution. Other chapters deal with his crusade for

higher educational standards through the organization of the Southern Association of Colleges and Secondary Schools and later the Southern University Conference, with the well-known but little understood struggle between the Board of Trust of Vanderbilt and the Methodist Church over the control of the University, with the development of a great medical school, with the projection of the University center idea in Nashville through the cooperation of Vanderbilt, George Peabody College for Teachers and Scarritt College for Christian Workers, and with Kirkland's influence on the course of educational progress in the nation as a whole.

For more than forty years educational progress in the South seemed to center around and to be embodied in Kirkland. During his lifetime the expression "the Chancellor" on the lips of Southern educators left no doubt in the mind of anyone as to who was meant. He was in deed and in truth the Chancellor of Southern education, its chief prophet, its foremost educational statesman. In the national educational field his was a potent voice, in educational gatherings, in the counsel of the great foundations, in the Association of American Colleges, and, in earlier years, in the very significant work of the Conference Committee on Standards from which came the commonly accepted basis of college accrediting.

Save only for his prodigious labors in the development of a great University out of Vanderbilt, his greatest work was in the creation and development of the Southern Association of Colleges and Secondary Schools. He was the founder and the preserver of the Association, the organization which has done more to lift the level of higher and secondary education in the South than any other force. Further, he was one of the organizers of the Southern University Conference. If the history of educational advance in the South were being written today, Kirkland's name would easily lead all the rest, and whenever that history is written his name will inevitably be among the first, as one of the greatest leaders the South has ever produced.

Appropriately enough this life of Chancellor Kirkland is the first volume to bear the imprint of the Vanderbilt University Press. Professor Mims' book is a fitting tribute and constitutes a real contribution to our knowledge of educational leadership in America.

## AMONG THE COLLEGES

**ALFRED UNIVERSITY** has just received the sum of \$9,400 to found a scholarship almost if not quite unique among American college scholarships. It is to be known as the Allegany County Masonic Scholarship, the income of which is to be available for the tuition of the son or daughter of a Free Mason resident in that county. Careful search by Mr. John P. Herrick of Olean, New York, and Los Angeles, California, shows that, while Masonic scholarships have existed in England for over one hundred and forty years, practically nothing of the sort has been done here. Mr. Herrick is urging a nation-wide program among Free Masons and their neighboring colleges for founding such scholarships. The Alfred fund under his leadership was subscribed entirely by Free Masons, and over half of it by members within the county. Two of the subscribing founders are over one hundred years of age.

**BARRY COLLEGE**, Miami, Florida, established by the Sisters of St. Dominic was opened in the fall of 1940. Dedicatory exercises were held on February 4, 1941, under the direction of the Most Reverend Amleto Cicognani, D. D., J. U. D., Apostolic Delegate to the United States.

**BUTLER UNIVERSITY** is the recipient of a gift of \$500,000 from the Christian Foundation for construction and maintenance of a new college of religion building.

**CLARK COLLEGE** is moving to a new location adjacent to the University of Atlanta. It is building an administration building, a student union and social building and dormitories for men and women. The library resources of the University of Atlanta will be available for Clark College. For the construction of the new plant the following gifts have been obtained: \$750,000 from the General Education Board, \$100,000 from the Rosenwald Foundation and \$400,000 from Mr. and Mrs. Henry C. Pfeiffer, of New York.

**COLBY COLLEGE** will build a women's dormitory and a science hall with \$100,000 received as a Christmas gift from

an anonymous donor who put no restrictions on the use of the money.

**COLUMBIA UNIVERSITY** has opened its new theater, erected at a cost of \$75,000, and named it Brander Matthews Hall in honor of the first American professor of dramatic literature. The programs will feature, not successful Broadway productions, but original plays and revivals of classics newly interpreted.

**CONNECTICUT COLLEGE** has expanded the book collection of the Palmer Library through the generosity of Mr. and Mrs. George S. Palmer supplemented by a \$40,000 grant recently received from the Carnegie Corporation.

**CORNELL COLLEGE** is offering a new course in related arts. Three professors have combined their three classes into one covering the fields of art, literature and music. A simultaneous view of the three arts seemed such natural integration to them that they presented their plan and secured the curriculum committee's approval.

**DENISON UNIVERSITY** recently laid the corner stone for its "Life Science Building," a new \$300,000 biological science hall now under construction. The building is the gift of an anonymous donor. Many items of Denison interest were placed in the corner stone, including eight items removed from the corner stone of the old Denison library, razed in 1937 to give way to the construction of a new library after it had served the college for 59 years.

**DEPAUW UNIVERSITY** has received a bequest of \$25,000 from the will of the late Dr. Percy H. Swahlen. The bequest is to be placed in DePauw's permanent endowment and the income, which will amount to about \$1,000 a year, is to be used for scholarships in the department of Greek. These scholarships are to be known as the William F. Swahlen Scholarships and are a memorial to Dr. Swahlen's father who was professor of Greek at DePauw from 1887 until his death in 1915.

**TO COMMEMORATE ITS CENTENARY, FORDHAM UNIVERSITY** held a symposium on Education December 6 and 7, 1940. The theme was *Education: Christian and Progressive*.

The following educators delivered addresses: On Teacher Education—Francis M. Crowley, dean, school of education, Fordham University, Rev. Carroll F. Deady, superintendent of schools, Archdiocese of Detroit, William C. Bagley, editor, *School and Society* and professor emeritus of education, Teachers College, Columbia University. On Secondary Education—Rev. Julian L. Maline, regional director of education, Chicago Province, Jesuit Educational Association, Walter F. Downey, commissioner of education, Commonwealth of Massachusetts. On Elementary Education—Lawrence J. O'Rourke, director of research, United States Civil Service Commission, J. Cayce Morrison, assistant commissioner for research, State Education Department, Albany, New York, Rev. George Johnson, director, department of education, National Catholic Welfare Conference. On Jesuit Education—Rev. Joseph A. Lennon, regent, school of education, Fordham University, Rev. Francis P. Donnelly, professor of rhetoric, Fordham University.

**H**ANOVER COLLEGE has completed a fund of \$800,000. On January 1, 1940, Mr. William H. Donner offered \$500,000, if others would give a similar amount. Owing to the war situation abroad and national preparedness at home, the goal was set for \$400,000 to be raised and matched in 1940, and \$100,000 following that. A new science building to accommodate six departments is being planned as the chief building to be constructed from this fund.

**J**UNIATA COLLEGE dedicated Oller Hall, a new auditorium built at a cost of \$130,000.

**M**ACMURRAY COLLEGE completed another step in the College's twenty-year plan of development with the laying of the cornerstone of the Henry Pfeiffer Memorial Library on the 95th anniversary of the founding of the College, October 17, 1940.

**M**ANHATTANVILLE COLLEGE has received \$137,469 from the estate of the late Mrs. Genevieve Brady Macaulay, wife of the Irish Free State Minister to the Vatican.

**M**ARY HARDIN-BAYLOR COLLEGE has had a professorship endowed by Mrs. Nannie E. Walker, of Gladewater, Texas.

**R**OCKFORD COLLEGE dedicated on October 20, 1940, the John Hall Sherratt Library. It was built at a cost of \$130,000 donated by alumnae and friends. The library is designed to be "an individual library in every way."

**S**HAW UNIVERSITY celebrated its DIAMOND JUBILEE on November 24, 1940. The Honorable J. Melville Broughton, Governor-Elect of North Carolina, Trustee and General Counsel of Shaw University, delivered the Diamond Jubilee Address. Shaw University is the oldest Negro Baptist college in the world, of continuous existence as a single institution and was the first Negro college in North Carolina.

**T**HE UNIVERSITY OF ALABAMA sponsored a southwide conference on the topic "The National Defense Program and State Finance" in Tuscaloosa, January 31 to February 1, 1941. Among the principal speakers were the following: Harold D. Smith, Director of the Budget of the United States; R. G. Casey, Australian Minister to the United States, and Former Treasurer, Commonwealth of Australia; Eric Cross, Member of Parliament and Former Minister of Municipal Affairs, Province of Ontario, Dominion of Canada; and Frank Bane, Executive Director, Council of State Governments, and Director, Division of State and Local Cooperation, Advisory Commission to the Council of National Defense.

**T**HE UNIVERSITY OF DENVER was left a \$25,000 bequest to be used for permanent improvements in the will of Mrs. John T. Mason of Denver.

**T**HE UNIVERSITY OF DENVER announces ten graduate fellowships in the field of government management under a grant from the Alfred P. Sloan Foundation, for the academic period beginning September, 1941. The fellowships awarded on a competitive basis carry maximum stipends of \$100 per month for single persons and \$150 per month for married men. The



training period covers six quarters, from September, 1941, to March, 1943.

**T**HE UNIVERSITY OF NEBRASKA has received from the estate of the late Don L. Love a fund of \$850,000. The sum will be used for a four-story library building.

**T**HE UNIVERSITY OF SOUTHERN CALIFORNIA held dedicatory exercises of Hancock Hall of the Allan Hancock Foundation for Scientific Research on January 3 and 4, 1941. The new structure was officially presented by Doctor Hancock in ceremonies in Bovard Auditorium at which Doctor John C. Merriam, president emeritus, Carnegie Institution of Washington delivered an address, "Responsibility of Science in Planning for a New-World World Order." Doctor Guy E. Snavely, executive director of the Association of American Colleges was guest speaker at a contemporary luncheon at which time he spoke on "Research in the Humanities." A series of banquets and round table discussions in respective fields of science completed the two-day program. Growing out of voyages of the exploration cruiser, *Velero III*, over a period of nine years, the new \$1,000,000 building will serve as a West Coast center for scientific research in the fields of zoology and botany. It is the gift of Doctor Allan Hancock, president of the Southern California board of trustees, as was the *Velero III*, in addition to large tracts of property in the Hancock Park area, variously valued at \$2,000,000. A block in length, the new structure provides space for over 100 research laboratories. Six levels of steel and concrete stacks offer controlled humid storage for the specimens. In addition to two auditoriums, a modern radio broadcasting studio, X-ray and photographic rooms, the building is the headquarters of the Hancock Ensemble of which Doctor Hancock is cellist.

**U**PSALA COLLEGE has been given the Lincoln Library of the late Valentine Björkman, of Newark, an exceptionally valuable collection of Lincolnia. The Library comprises more than a thousand volumes dealing with Abraham Lincoln. About fifty volumes are devoted to the history of the Civil War. An outstanding feature is a section of works labeled "Books That Lin-

coln Read." There are original copies of the same editions of school books which Lincoln studied, including Kirkman's "Grammar," Murray's "English Reader" and Scott's "Lessons in Elocution," together with the books that had the greatest formative effect on Lincoln's character, namely the "Holy Bible," "Pilgrim's Progress," "Aesop's Fables," "Robinson Crusoe" and Weem's "History of the United States."

**UPSALA COLLEGE** has been made the recipient of an excellent college of geological materials, a gift from the United States Military Academy at West Point. The collection, valued at \$5,000, contains a rich selection of laboratory materials and also several hundred museum specimens.

**VANDERBILT UNIVERSITY** has established THE VANDERBILT UNIVERSITY PRESS. The first book to be published was *Chancellor Kirkland of Vanderbilt* by Edwin Mims on December 10, 1940.

**VASSAR COLLEGE** announces that the 75th Anniversary Campaign has reached its goal of two million dollars. The income of the Fund will be used for Scholarship Aid in Educational Needs, such as faculty salaries, the library and research. About \$1,535,000 was contributed by alumnae and former students, and \$465,000 was given by friends of the college. In all, 10,822 subscriptions were received.

**WESTMINSTER COLLEGE** has opened two new dormitories. In November, forty Westminster men moved into the newly-built Jeffers Hall, cooperative dormitory for men, built at a cost of \$35,000. In February, one hundred six Westminster women moved into the new Ferguson Hall, constructed at a cost of \$235,000.

**WILLIAM JEWELL COLLEGE** announces plans to celebrate its Centennial in 1949 by having completed within the next nine years an expansion program of \$3,840,750. The limit of the student body has been placed at 500 students. In order to equip this student body of 500 with the most modern facilities the cen-

ennial program calls for raising the money to erect a student and faculty building and an astronomical observatory. Historic Jewell Hall which was erected in 1852 will be made fire proof. A concrete athletic stadium will be erected on the athletic field. The library equipment will be expanded. Many other improvements will be made throughout the campus. The academic endowment for the liberal arts departments will be increased by \$3,000,000, in order to strengthen teaching efficiency.

**WITTENBERG COLLEGE** has organized a campaign for \$1,200,000. At the beginning of the campaign in January, a gift of \$175,000 was received from John M. Sarver, of Columbus, Ohio. At the meeting of clergymen and laymen from one hundred Lutheran churches in Indiana on January 28th, a gift of \$50,000 was made by Mrs. Nathaniel Brophy of St. Petersburg, Florida.

## NEW COLLEGE PRESIDENTS

- American University, Washington, D. C. Edward W. Engel (acting), a member of the faculty.
- College of the City of New York, New York. Harry N. Wright (acting), professor of mathematics and director of evening and summer sessions.
- Davidson College, Davidson, North Carolina. John Rood Cunningham, pastor, First Presbyterian Church, Winston-Salem, North Carolina.
- Dillard University, New Orleans, Louisiana. Rudolph Moses (acting).
- Duke University, Durham, North Carolina. Robert L. Flowers, acting president.
- Friends University, Wichita, Kansas. W. A. Young, dean of the university.
- Holy Cross College, Washington, D. C. Christopher O'Toole.
- Immaculate Heart College, Hollywood, California. Sister Mary Eucharist.
- Knoxville College, Knoxville, Tennessee. John A. Cotton (acting), of Henderson Institute, Henderson, North Carolina.
- Marywood College, Scranton, Pennsylvania. Sister M. Marcella (acting), order of Servants of the Immaculate Heart of Mary.
- New Mexico College of Agriculture and Mechanic Arts, State College, New Mexico. J. W. Branson, head of mathematics department. (Acting for President Hugh M. Milton who has been called to active military service. His title will be dean of instruction.)
- Northern State Teachers College, Marquette, Michigan. H. A. Tape, principal, Lincoln Consolidated Training School, Michigan State Normal College, Ypsilanti.
- Pacific University, Forest Grove, Oregon. Walter C. Giersbach.
- Parsons College, Fairfield, Iowa. Hubert C. Mayer, editorial director of the Council for Democracy in New York City.
- State Teachers College, Bloomsburg, Pennsylvania. Harvey A. Andruss, acting president.
- State Teachers College, Edinboro, Pennsylvania. L. H. Van Houten.

State Teachers College, West Chester, Pennsylvania. Raymond S. Shortlidge.

State Teachers College, Eau Claire, Wisconsin. W. R. Davies, formerly superintendent of the Superior, Wisconsin, public schools.

State Teachers College, Stevens Point, Wisconsin. William C. Hanan, formerly superintendent of schools, Stoughton, Wisconsin.

Tennessee Polytechnic Institute, Cookeville, Tennessee. W. E. Derryberry, head, department of languages and literature, Murray State Teachers College, Kentucky.

United States Military Academy, West Point, New York. Brigadier General Robert L. Eichelberger, formerly commanding officer at the Presidio of San Francisco.

University of Minnesota, Minneapolis, Minnesota. Walter C. Coffey (acting), dean of the department of agriculture. (Effective July 1, 1941.)

University of Vermont, Burlington, Vermont. Newman K. Chaffee (acting), assistant to president of Northwestern University.

Wheaton College, Wheaton, Illinois. V. R. Edman, acting president.

## ADDITIONS TO THE OFFICE LIBRARY

- ADAMS, HARLEN MARTIN. *The Junior College Library Program. A Study of Library Services in Relation to Instructional Procedures.* American Library Association, Chicago, and Stanford University Press, California. 1940. 92 p. \$2.00.
- BELL, HOWARD M. *Matching Youth and Jobs.* A study of Occupational Adjustment. Prepared for the American Youth Commission. American Council on Education, Washington, D. C. 1940. 277 p. \$2.00.
- BYRNE, CHARLES DAVID. *Co-ordinated Control of Higher Education in Oregon.* Stanford University Press, California. 1940. 150 p. \$2.75.
- COLE, LUELLA. *The Background for College Teaching.* Farrar & Rinehart, Inc., New York. 1940. 616 p. \$3.50.
- COLEMAN, JR., HENRY E., AND PALFREY, THOMAS R. *Guide to Bibliographies of Theses.* United States and Canada. Second Edition. American Library Association, Chicago. 1940. 54 p. \$1.25.
- JONES, JOHN PRICE. *The Yearbook of Philanthropy.* 1940. Presenting Information and Statistics Covering American Philanthropy Since the Year 1920, with Charts and Tables. Inter-River Press, New York. 1940. 91 p.
- JUSTMAN, JOSEPH. *Theories of Secondary Education in the United States.* Contributions to Education, No. 814. Bureau of Publications, Teachers College, Columbia University, New York. 1940. 481 p. \$3.00.
- KUHLMAN, A. F., Editor. *Archives and Libraries.* American Library Association, Chicago. 1940. 136 p. \$2.00.
- LEVINE, MILTON I. *The Wonder of Life.* How we are born and how we grow up. Simon and Schuster, New York. 1940. 114 p. \$1.75.
- LUCCOCK, HALFORD E. *American Mirror—Social, Ethical and Religious Aspects of American Literature 1930-1940.* The Macmillan Company, New York. 1940. 300 p. \$2.50.
- MOORE, CLEMENT CLARKE. *The Early History of Columbia College.* An address delivered before the Alumni on May 4, 1825. A Facsimile Edition with an introduction by Milton



- Halsey Thomas. Columbia University Press, New York. 1940. 41 p. \$1.00.
- PALFREY, THOMAS R., AND COLEMAN, JR., HENRY E. *Guide to Bibliographies of Theses*. United States and Canada. Second Edition. American Library Association, Chicago. 1940. 54 p. \$1.25.
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- RUSSELL, JOHN DALE, Editor. *Student Personnel Services in Colleges and Universities*. Proceedings of The Institute for Administrative Officers of Higher Institutions, 1940. Volume XII. University of Chicago Press, Chicago, Illinois. 300 p. \$2.50.
- SELIGMANN, JEAN H. *The Wonder of Life*. How we are born and how we grow up. Simon and Schuster, New York. 1940. 114 p. \$1.75.
- SCHILPP, PAUL ARTHUR, Editor. *The Philosophy of George Santayana*. Volume II in *The Library of Living Philosophers*. Northwestern University, Evanston and Chicago, 1940. 698 p. \$4.00.
- STRACHAN, J. E. *New Zealand Observer*—A Schoolmaster Looks at America. Columbia University Press, New York. 1940. 128 p. \$1.50.
- WILBUR, RAY LYMAN. *Human Hopes*. Addresses and Papers on Education, Citizenship and Social Problems. Stanford University Press, California. 1940. 367 p. \$3.00.
- ZNANIECKI, FLORIAN. *The Social Role of the Man of Knowledge*. Columbia University Press, New York. 1940. 212 p. \$2.50.

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- American Librarianship from a European Angle.** Wilhelm Munthe. 1939. 204p. Cloth, \$2
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- Archives and Libraries 1939.** A. F. Kuhlman, editor. 1939. 108p. Planographed. \$1.75
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- Booklist; A Guide to Current Books.** 22 issues a year, \$3 (sample copy on request)
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- List of Books for College Libraries 1931-1938.** Charles B. Shaw. 1940. 298p. Cloth, \$6
- Manual on Methods of Reproducing Research Materials.** Robert C. Binkley. 1936. 221p. Planographed. Cloth, \$1.75 (was \$3.50)
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